DOCUMENT RESUME

ED 340 264 HE 023 535

AUTHOR Markert, Lawrence W.; Silberman, Jonathan
TITLE The Humanities and the Professions: The University of Baltimore Model.
INSTITUTION Baltimore Univ., MD.
SPONS AGENCY Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE 88
CONTRACT G008642086
NOTE 120p.; Occasional poor quality type.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Business Education; *Core Curriculum; *Curriculum Development; *Faculty Development; Higher Education; Interdisciplinary Approach; *Liberal Arts; Relevance (Education); Required Courses
IDENTIFIERS *University of Baltimore MD

ABSTRACT

In an effort to infuse professional and preprofessional academic programs with liberal arts learning, this project at the University of Baltimore (Maryland) resulted in the establishment of a required liberal arts core curriculum for upper division students. The project provided funding for three activities: interdisciplinary team teaching of the courses in the core curriculum, release time for core course coordinators for curriculum planning, and faculty development seminars (called Humanities and the Professions) which used literature to highlight ethical and professional conflicts. Core courses were titled: Ideas in Writing, Modern City, Arts and Ideas, World Cultures, and Business, Values and Society. The major project outcome was development of support for the upper-division core curriculum among the faculty, students, and administrators. Other benefits included increased interaction of business and liberal arts faculty and an improved perception among business and liberal arts students of the value of liberal arts learning in career oriented programs. Appendices include a core course syllabi, a list of team teaching participants, a list of seminar participants and program, a list of supplementary activities, and a summary of the results of evaluation instruments. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

HE

ED340264

University of Baltimore
1420 North Charles Street
Baltimore, Maryland 21201

Grant No.: G008642086

Project Dates:

Starting Date: October 1, 1986
Ending Date: December 30, 1988
Number of months: 26

Project Directors:

Dr. Lawrence W. Markert
Dean
Yale Gordon College of Liberal Arts
University of Baltimore

Dr. Jonathan Silberman
Chair
Economics and Finance Department
Robert G. Merrick School of Business
University of Baltimore

1420 North Charles Street
Telephone: (301) 625-3293

Fund Program Officer(s):

Connie Cook

Grant Award:

Year 1:	$65,545
Year 2:	73,636
Total	$139,181

HE 023 535

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

RECEIVED FBIS
Mar 8 9 34 AM '89

The Humanities and the Professions: The University of Baltimore Model

The University's project was designed to infuse liberal arts learning into professional and pre-professional degree programs at the University of Baltimore. The FIPSE grant helped to refine the core curriculum which was implemented to bring business and liberal arts students together for a common, humanities-based educational experience. The activities included inter-disciplinary team-teaching, faculty development seminars for business and liberal arts faculty using humanities texts to discuss ethical issues in relation to the professions, and release time for core course coordinators to further develop the curriculum.

Executive Summary

"The Humanities and the Professions": The University of Baltimore Model

University of Baltimore
1420 North Charles Street
Baltimore, Maryland 21201-5779

Lawrence W. Markert
Dean
Yale Gordon College of Liberal Arts
University of Baltimore
1420 North Charles Street
Baltimore, Maryland 21201-5779

Jonathan Silberman
Chair
Economics and Finance Department
Robert G. Merrick School of Business
University of Baltimore
Baltimore, Maryland 21201-5779

A. Project Overview

The FIPSE grant was an integral part of an overall University strategy to infuse professional and pre-professional academic programs with liberal arts learning. The concern with the deficiency of liberal arts education among students resulted in the establishment of an upper-division core curriculum in 1985. The core curriculum consisted of five courses of which the students are required to take four: Ideas and Writing, Modern City or Arts and Ideas, World Cultures, and Business, Values, and Society.

The FIPSE grant served as a bridge between an NEH Planning Grant for the core curriculum and the establishment of an endowment to support the curriculum (library and media material, outside speakers, and faculty development) through an NEH Challenge Grant. Funding for three primary activities were included in the FIPSE grant: interdisciplinary team teaching of the courses in the core curriculum, release time for core course coordinators for curriculum planning, and faculty development seminars, called Humanities and the Professions, which use literature to highlight ethical and professional conflicts.

B. Purpose

The basic problems we addressed are clear, well defined and have not been redefined. The purpose of the project was to develop effective responses to the following challenges:

1. Interfusing professional and pre-professional academic programs with a strong emphasis on liberal arts learning.

2. Fostering in liberal arts students a greater understanding of the interrelationship between the liberal arts and the professions.

C. Background and Origins

The University's concern with the deficiency of liberal arts in the business curriculum and the lack of an understanding of business among liberal arts students began in 1983. At this time the University formed a task force to examine ways of improving the general education program for all undergraduate majors.

In early fall, 1984, the Task Force presented to the University faculty a proposal for strengthening general education requirements at the upper-division level. The proposal was ratified by an overwhelming (72%) majority of the faculty in December 1984. That action constituted a crucial first step in our determination to interfuse liberal learning into our professional and pre-professional programs.

D. Project Description

Support from FIPSE enabled the University to move beyond the modest beginnings of our curriculum development funded by NEH to initiate a more comprehensive approach to the challenge of interfusing professional programs with a strong emphasis on liberal learning and fostering in liberal arts students a greater understanding of the interrelationship between the liberal arts and the professions. Our project had three primary components:

1. Funds to support team-teaching.

2. Released time for Core Course Coordinators.

3. Faculty development seminars.

E. Project Results

FIPSE GRANT FINAL REPORT

"Humanities and the Professions:
The University of Baltimore Model"

A. Project Overview

The University of Baltimore is a public, upper-level (junior-senior), graduate institution. Approximately 62 percent of our undergraduate students are enrolled in business programs. The remaining 38 percent of our students are enrolled in traditional liberal arts majors.

The FIPSE grant was an integral part of an overall University strategy to infuse professional and pre-professional academic programs with liberal arts learning. The concern with the deficiency of liberal arts education among students resulted in the establishment of an upper-division core curriculum in 1985. The core curriculum consisted of five courses of which the students are required to take four: Ideas and Writing, Modern City or Arts and Ideas, World Cultures, and Business, Values, and Society.

The FIPSE grant served as a bridge between an NEH Planning Grant for the core curriculum and the establishment of an endowment to support the curriculum (library and media material, outside speakers, and faculty development) through an NEH Challenge Grant. Funding for three primary activities were included in the FIPSE grant: interdisciplinary team teaching of the courses in the core curriculum, release time for core course coordinators for curriculum planning, and faculty development seminars, called Humanities and the Professions, which use literature to highlight ethical and professional conflicts.

Students and faculty were the primary groups served by the FIPSE grant. The major outcome of the project was the refinement of the core curriculum (see Appendix 1). Course syllabi have now been evolved to the point where there is a consensus on the content of each course. Other outcomes were as follows: 1. A core of faculty with interests and experience in teaching each course now exists; 2. A significant portion of the faculty have been exposed to seminars dealing with the humanities and the professions; and 3. There is increased interaction among the College of Liberal Arts and the School of Business faculty. Students now also demonstrate an increased awareness of and appreciation for liberal arts education. Of particular interest is the student improvement in an understanding of a culture other than their own and a sensitivity to ethical issues.

B. Purpose

The basic problems we addressed are clear, well defined and have not been redefined. The purpose of the project was to develop effective responses to the following challenges:

1. Interfusing professional and pre-professional academic programs with a strong emphasis on liberal arts learning.

2. Fostering in liberal arts students a greater understanding of the interrelationship between the liberal arts and the professions.

The majority of efforts to integrate liberal and professional learning use course work that occurs within the professional program, or course work that occurs in fields of study outside of the professional program taught by faculty in other fields. The emphasis tends to be on the conceptual, technical, and integrative practice components of study in a particular field. A business student is advised to take an English course, or an English professor teaches a business writing course to business students. The business student takes a course in "Public Policy and Business."

The approach taken by the University of Baltimore is unique. The University of Baltimore's upper-division core integrates liberal and professional learning through a collaborative and contextualizing approach. Liberal arts and business faculty have united around common goals, themes, and concepts. The course content emphasizes knowledge of broad social, political, historical, and economic issues as well as values and the arts in general. An attempt is made to link the knowledge gained from these courses back to the professional field, or vice versa. The linkages are made by faculty and students.

Our approach to interfusing liberal learning into the professional programs did experience some difficulties. From an administrative viewpoint problems develop due to turnover in the faculty and from the orientation of faculty to their discipline.

The existence of faculty turnover requires renewed discussion of the core curriculum objectives. New faculty need to be routinely informed about the planning and objectives of the core curriculum.

An interdisciplinary core curriculum lacks a faculty that is loyal to each course. Faculty are primarily loyal to their discipline in which they teach and conduct research. Faculty appointments are to disciplines. There is no tradition nor incentive for faculty to invest substantial amounts of time and

effort in a core curriculum that is interdisciplinary in nature. Professional demands on faculty time make it difficult to schedule classes and obtain a commitment to the core curriculum. This problem was particulary acute among business school faculty.

Another administrative pitfall is the lack of prerequisites and sequencing of the core curriculum in the advisement structure. Students, when closed out of major courses, tend to take clusters of general education courses rather than integrate these courses throughout their course of study.

C. Background and Origins

The University of Baltimore was established in 1925 as a private institution comprising a School of Law and a School of Business. In the mid-1960's a College of Liberal Arts was added as a discrete academic division. In 1975 the University became a public institution. The legislation which brought the University into the public sector designated it as an upper-division (junior-senior), graduate, and professional institution. Entering undergraduates were required to have completed a minimum of 56 credit of lower-division work to qualify for admission to the University as degree candidates.

Currently the University enrolls a diverse student body numbering around 5,400. Of these, approximately half are undergraduates. A majority (62%) of the undergraduates are enrolled in business with the remaining students in traditional liberal arts programs. The average age of students transferring in as Juniors is 24 years. Many of the students attend part-time, are married, and have full-time jobs.

The University's concern with the deficiency of liberal arts in the business curriculum and the lack of an understanding of business among liberal arts students began in 1983. At this time the University formed a task force to examine ways of improving the general education program for all undergraduate majors.

The task force, appointed and chaired by the Provost, included faculty and academic administrators in the humanities, social sciences, and business. In the course of its work, the Task Force examined student records at the University of Baltimore for the period 1979-83. The study revealed that most majors tended to concentrate heavily (as much as 80% of their upper-level work) in one or two disciplines and to interact primarily, if not exclusively, with students and faculty in their majors.

The Task Force also held intensive interviews with faculty in every academic department of the College of Liberal Arts and

The most tangible result of our project was the refinement of and development of support for the upper-division core curriculum among the faculty, students, and administrators.

Other outcomes were as follows: 1. A core of faculty with interests and experience in teaching each course now exists; 2. A significant portion of the faculty have been exposed to seminars dealing with the humanities and the professions; and 3. There is increased interaction among the College of Liberal Arts and the School of Business faculty. Students now also demonstrate an increased awareness of and appreciation for liberal arts education. Of particular interest is the student improvement in an understanding of a culture other than their own and a sensitivity to ethical issues.

F. Evaluation

Survey instruments were developed and used to assess three aspects of the grant activities: team-teaching, humanities and professions seminars, and student perceptions of the core curriculum.

G. Summary and Conclusion

Our approach of creating interdisciplinary courses had many benefits: 1. The interaction of business and liberal arts faculty, 2. the refinement and improvement of the content of the core curriculum, and 3. the improved perception among business and liberal arts students of the value of liberal learning in career oriented programs. This approach required business faculty to become involved in a program outside of their discipline and outside of their school. The incentive to commit the time and energy remained questionable when the rewards for discipline specific research and teaching seemed greater.

H. Appendices

Appendices include core course syllabi, a list of team-teaching participants, a list of seminar participants, as well as a copy of the program, a list of supplementary activities, and a summary of the results of evaluation instruments.

the School of Business; read extensively in literature related to curricular reform; conducted follow-up surveys of recent graduates; consulted with external advisory boards to the College of Liberal Arts and the School of Business; sent delegations to examine general education programs in sister upper-level institutions in Florida and Texas; and participated in the NEH-sponsored core visitors program at Brooklyn College.

The major emphasis in the deliberations among University faculty was on completion requirements for the baccalaureate degree; i.e., on the understandings and skills which should characterize the graduating student in any major. Widespread concern was expressed among both liberal arts and business faculty about students' communication and quantitative skills; knowledge of history, geography, literature, philosophy, and the arts; understanding of their own and other cultures and of contemporary social, political, and economics issues; understanding of values and ethical principles; and ability to analyze and synthesize. In short, the faculty saw the need to strengthen the liberal arts education of all students in all majors.

In early fall, 1984, the Task Force presented to the University faculty a proposal for strengthening general education requirements at the upper-division level. The proposal was ratified by an overwhelming (72%) majority of the faculty in December 1984. That action constituted a crucial first step in our determination to interfuse liberal learning into our professional and pre-professional programs.

The general objectives of the upper-division core are:

1. To develop in students a broad humanistic perspective (historical, cultural, philosophical) through the study of selected works of lasting significance in each core course.

2. To increase students' knowledge and appreciation of philosophy and the arts (literature, music, painting, sculpture, architecture) as an expression of universal themes and ideas.

3. To increase students' understanding of the role which humanistic values and perspectives have played in

   shaping the social, political, and economic policies of our nation and our cities.

4. To expand students' understanding of at least one contemporary culture other than their own (including its history, religions, values, literature, and art).

5. To encourage students to examine values and act on ethical principles, in both their personal and professional lives.

6. To increase students' ability to integrate knowledge from a variety of disciplines.

7. To develop students' skills in critical thinking and in oral and written expression.

With the support of a planning grant from the NEH, the University began a series of curriculum planning and professional development activities for faculty teaching in the core. The University also established the beginnings of a General Education Committee to oversee the future development of the core curriculum.

In May 1986 twenty-five faculty members from the College of Liberal Arts and the School of Business participated in a two-day workshop/retreat to finalize syllabi for the new upper-division core courses. General sessions were held with specialists in writing, oral communication, critical thinking, and values "across the curriculum."

Individual course faculty worked with resource persons from the Walters Art Gallery, the City Life Museums, and the department of anthropology of the University of Maryland to identify specific community resources that could be integrated directly into the courses.

The retreat set the stage for further development of the upper-division core curriculum to be supported by FIPSE. The various stages and funding available to support the development of our core curriculum are shown below:

$10,000	$17,406	$139,181	$676.000*
Task Force Report 1983-83 Aaron & Lilly B. Strauss Fdn.	NEH Planning Grant 1986-87	FIPSE 1986-88	NEH Challenge Grant 1986-88 $169,000-NEH 507,000-matching

D. Project Description

Support from FIPSE enabled the University to move beyond these modest beginnings funded by NEH to initiate a more comprehensive approach to the challenge of interfusing professional programs with a strong emphasis on liberal learning and fostering in liberal arts students a greater understanding of the interrelationship between the liberal arts and the professions. Our project had three primary components:

1. Funds to support team-teaching.

2. Released time for Core Course Coordinators.

3. Faculty development seminars.

1. Team Teaching

The Task Force which proposed the revised general education requirements strongly recommended that the upper-division core courses be not only team-planned, but also, where possible, team-taught. Unfortunately, as a public institution, the University has limited resources to support released time or replacement salaries for reduced faculty loads.

In order to assure maximum effectiveness in planning, teaching and evaluating the core courses, we requested funding to support one team-taught section of each upper-level core course (with the exception of writing) per semester for four consecutive semesters, beginning in the spring of 1987. The courses "Business, Values, and Society" and "The Modern City" were team-taught by liberal arts and business faculty; "Arts and Ideas" and "World Cultures" involved faculty drawn from the humanities and the social sciences (a list of faculty participating is shown in Appendix 2).

Regular meetings were held among the teaching faculty of each course for the purpose of sharing ideas about teaching and participating in workshops, seminars, lecture programs, and field trips to enrich and strengthen the courses. The teachers of each team-taught section conducted separate course evaluations and shared their experiences and observations in written summary form with their colleagues teaching in the core.

2. Core Course Coordinators

Each Core Course Coordinator received 3 hours of released time each semester. The coordinators held regular meetings and workshops of the faculty involved to exchange ideas, develop teaching techniques relative to units and themes; and maintain esprit. The coordinator also monitored teaching and materials and the integration of skills across the curriculum and kept in contact with the chairs of departments whose faculty are teaching in the course. Finally, the core course coordinators submitted an annual report to the General Education Committee, to whom they are responsible.

It was the coordinator's responsibility to see not only that the course remained vital and alive, but also that it does not vacillate in development, syllabus, or teaching. The coordinator

identified problems--even, if possible, before they occur--and helped to solve them. The coordinator also was concerned that the course remain consistent and yet be responsive to new concepts in subject matter, new texts that should be included, and new approaches that might be effective.

The Core Course Coordinators were also now included in the structure of the administration of the general education program, as shown in the following chart:

General Education Committee

3 faculty from the School of Business
3 faculty from the College of Liberal Arts
1 administrator from the School of Business
1 administrator for the College of Liberal Arts (Chair)
3 Ex-official, administrators

This group oversees:

Core Course Coordinators, one for each of the five core courses

Teaching Faculty for each of the sections taught within the five core courses

3. Faculty Seminars in Humanities and the Professions

To foster a greater understanding of the relevance of the humanities to the professions, we held a series of professional development seminars for our faculty in business and the liberal arts. The model and inspiration for this series is a program initiated in 1980 at Brandeis University, widely heralded by participating judges, lawyers, physicians, clergymen, and other professionals.. That program, planned exclusively for professionals in the legal and business community, and not for faculty, was "designed to address contemporary social issues,

broad historical and cultural contexts, and the difficult value dilemmas professionals encounter daily in their practice."

Using classical literary texts such as King Lear, Billy Budd, and The Death of Ivan Illyich, humanities scholars from Brandeis lead faculty in the consideration of timeless issues such as justice, moral choice, altruism and self-interest, authority and self-will.

We offered two seminars per year for two years for our faculty as a means of providing opportunities for intense, high-quality intellectual interaction. Whereas meetings and workshops for core course faculty focus on specific curriculum and on teaching, these seminars encouraged the exchange of ideas and

perceptions on issues of timeless significance. They served, we believe, not only as a stimulating source of personal professional development for participants, but also as a wellspring of ideas for enriching interaction with students in the classroom.

Each seminar was for two and a half days, and attended by 14 faculty members and at least two administrators. The seminars were held in a retreat setting so as to allow faculty time for total immersion in the project. Over a two-year period, 46 business and liberal arts faculty participated in the seminar program (see Appendix 3).

4. Supplementary Activities

In addition to those activities outlined in the original grant request and discussed above, a number of other activities evolved in support of the objectives of the grant. These were, a team-teaching workshop, a campus visit by Professor Baruch Brody to run workshops on Business, Values and Society, as well as on interdisciplinary team-teaching, and a general education retreat. These activities are described in detail in Appendix 4.

E. Project Results

1. Primary Project Results

The most tangible result of our project was the refinement of and development of support for the upper-division core curriculum among the faculty, students, and administrators. A brief description of each component of the core curriculum follows:

a. World Cultures

The purpose of this course is to expose students to a range of human experiences that fall outside their normal cultural and social worlds. Specifically, the course is intended to deepen students' understanding and appreciation of the diverse world in which we live, cultivate understanding and sensitivity to the lifestyle and ways of thinking of a foreign people, and contribute to liberating students' thinking from prejudice and cultural chauvinism. The course emphasizes several aspects of another contemporary culture, such as its history, customs and traditions, political system, economy, arts and literature, social structures, and values. Cultures taught included China, Japan, South America, and Africa.

b. Business, Values, and Society

The purpose of this course is to have students from the College of Liberal Arts and the School of Business explore together the interrelationships between business and various other sectors of society: the individual, government, and the international environment. Emphasis is placed on values and ethical issues.

c. The Modern City

The purpose of this course is to provide students with an in-depth knowledge of a modern city and its historical development. By examining the social, physical, economic, political, and demographic changes which have taken place in Baltimore since the late 19th Century, students will obtain a more general understanding of how such influences as industrialization, urbanization, cultural expression, and governance have shaped the current structure of American cities.

d. Arts and Ideas

The purpose of this course is to cultivate students' understanding of the interrelationship of the arts and the value of the arts to the individual and society. Students will analyze and compare lasting works of art, imagination,and intellect organized around a central theme and will examine significant works of art, music, and literature located in Baltimore.

e. Ideas in Writing

The purpose of this course is to teach students to communicate effectively in writing. The course stresses the interrelationships among careful reading, critical thinking, and sophisticated writing. Students will master a variety of writing strategies and forms, including critical essays, memoranda, letters, and reports.

2. Other Results

The interaction of the business and liberal arts faculty has had a significant impact on the intellectual life of the University of Baltimore campus. Some faculty who participated in the team teaching program or in the professional development seminars have commented favorably on this benefit. Now when issues arise that relate to either the business school curriculum or on the relationship of the liberal arts curriculum to the business program, there are informal lines of communication that allow for productive exchange of ideas.

The exchange of ideas has also resulted in improved teaching throughout the University. This result emerged primarily in two

ways. First, faculty involved in team teaching have been exposed to new ideas and methodologies that relate directly to the core curriculum, as well as to the courses they teach in their specific discipline. Second, faculty who have been involved in the professional development seminars have discovered ways in which humanities text can be used in course that on the surface may seem unrelated to traditional humanities issues. Thus, there has resulted some infusion of liberal learning into the curriculum of the various disciplines.

Finally, a long range result is the overall impact this program has on the intellectual life of our students. Generally, the commitment to liberal learning throughout the University has increased considerably. Students, most of whom come to the University of Baltimore for specific career oriented programs, are beginning to realize that liberal learning is in many ways more important to long term career aspirations than specific job skills. They get this message, directly and indirectly, from their major professors in business administration, criminal justice, marketing, etc., as well as from the faculty devoted to teaching in traditional liberal arts disciplines.

F. Evaluation

Three survey instruments were developed and used to assess three aspects of the grant activities: team-teaching, humanities and professions seminars, and student perceptions of the core curriculum. The results of each are briefly discussed below.

1. Summary of the Team Teaching Survey (See Appendix 5)

The results of the questionnaire indicated that each team worked together in the design and teaching of the course, and in the evaluation of the students. There were several advantages of the team-teaching experience that were identified by the faculty on the survey. Students were encouraged to examine different values. Students gained the ability to integrate knowledge from two disciplines. Students developed skills in critical thinking. The faculty developed an appreciation for another discipline and benefited from the exposure to different teaching methods.

Limitations of the team-teaching experience, also identified on the survey, focused on the difficulty in coordinating these courses. Specific concerns included demand on faculty time, problems of scheduling, rigidity of the structure, and lack of understand of and commitment to the objectives of the course.

2. Summary of Faculty Development Surveys (See Appendix 6)

After each seminar, the participants were asked to respond to an evaluation form. The objectives as stated on the form were:

a. Encourage participant discussion of professional conflicts as they relate to the literary characters and conflicts in the selected works.

b. Encourage the exchange of ideas and perceptions on moral issues.

c. Create ideas for enriching the experience of students in the classroom.

d. Foster a greater understanding of the relevance of the humanities to the professions.

e. Create interaction among liberal arts and business faculty.

The results of the survey indicated that respondents felt that the objectives of the seminar were met.

The narrative portion of the evaluation indicated positive reaction to the seminar. The use of texts to discuss moral and ethical issues stimulated in faculty an awareness of and an appreciation for the use of literature as a pedagogical tool in their courses. The discussions were especially helpful for those faculty in the business school. For the liberal arts faculty, the approach was not new but reaffirmed the value of teaching from a humanities and personalized perspective.

The interaction among faculty as well as the administrators was especially mentioned as an important component of the seminar. A final comment mentioned by many of the participants was that everyone at the University should attend this kind of seminar and that the University should continue to hold this type of faculty seminars.

3. Summary of the Student Outcome Surveys (See Appendix 7)

The impact of the core curriculum on students was measured through a survey. Students were asked about the stated outcomes or objectives of the core curriculum (see Section 3). Respondents to the survey rated, using a scale of 1 (no emphasis) to 7 (heavy emphasis), the amount of emphasis they felt each outcome of the core curriculum should receive in an undergraduate program and the amount of emphasis it does receive in the existing academic program.

A baseline or control group was used for comparison purposes. The control group was a sample of graduating students, surveyed at the end of the Spring, 1987 semester, who had not participated in the core curriculum. The treatment group was a sample of graduating students, surveyed at the end of the Spring, 1988 semester, who had taken all the core curriculum courses. The questionnaires are presented in Appendix 7.

The analyses of the control group are presented in Tables 1, 2, and 3 in Appendix 7. Table 1 shows the results for business students. The mean ranking on each outcome for 'ideally should receive' in an academic program and currently 'does receive' are reported. The last column is the difference between ideally and does receive.

Business students, for example, rated the outcome 'communicate effectively' as ideally should be received at 6.5 (out of 7), and scored this outcome as currently received at 4.8 (out of 7). The gap between ideal and does receive was 1.6 (this gap was statistically significant at the 1-percent level using a means difference test).

In all instances the gap between 'ideal' and 'does receive' was statistically significant. The gap was greatest in the four areas that the core curriculum was specifically designed to address: communicate effectively, apply ethical principles, understand another culture, and appreciate art and philosophy.

The control group findings for liberal arts students are displayed in Table 2. Results are similar to that for business students: a statistically significant gap exists between ideally should receive and currently received for all outcomes.

A comparison of the control group among business and liberal arts students is shown in Table 3. With the exception of 'understand the global setting in which business is practiced' and 'understanding the social setting', liberal arts students scored higher on ideally should receive and does receive for each education outcome.

The results of the control group support the findings of the 1983 University task force on the undergraduate curriculum. The task force concluded that widespread concern existed about students' liberal arts knowledge and skills. The upper division core curriculum was designed to close the gap suggested in the control group survey.

A comparison of the control and treatment groups is presented in Table 4. These results are preliminary, since the treatment group sample is only 46 business students. Surveys will be conducted in the Spring, 1989 that will increase the treatment group sample.

No statistically significant difference was found among the control and treatment groups with respect to the score on 'ideally should receive' for each outcome. With regard to 'does receive,' the treatment group score is larger than the control group score for each outcome. A statistically significant higher treatment group score was registered for five outcomes: communicate effectively, apply ethical principals, understand another culture, understand humanistic values, and appreciate art and philosophy.

These preliminary findings indicate that the core curriculum had a positive impact on increasing student perceptions of the liberal arts education that they received. The gap between ideally should receive and does receive was narrowed comparing the control and treatment groups.

G. Summary and Conclusions

In our summary we would like to emphasize that the FIPSE Grant was a bridge between the funds we received to plan and implement our upper-level core curriculum and the NEH Challenge Grant which will allow us to continue these activities in perpetuity.

We will, for example, continue with selected team-teaching assignments. However, we will not initiate these across the board. We learned from the FIPSE Grant that team-teaching needs to evolve within the faculty and cannot be imposed.

The Humanities and Professions Seminars will continue, although the format will be expanded to include faculty from all three divisions of the University of Baltimore: law, liberal arts and business. These seminars were a great success. The benefits, however, must be weighed against the opportunity cost of funding these seminars. We plan, though, to integrate many of these texts into the courses within specific majors as a way of addressing professional issues.

Our approach of creating interdisciplinary courses had many benefits: 1. The interaction of business and liberal arts faculty, 2. the refinement and improvement of the content of the core curriculum, and 3. the improved perception among business and liberal arts students of the value of liberal learning in career oriented programs. This approach required business faculty to become involved in a program outside of their discipline and outside of their school. The incentive to commit the time and energy remained questionable when the rewards for discipline specific research and teaching seemed greater.

Appendix 1

BASIC SYLLABUS OUTLINE

for WORLD CULTURES

I. Introduction to the Study of Culture

A. What is culture?
B. Elements of culture (attitudes, beliefs, language, etc.)
C. Similarities and differences among societies.
D. Problems of culture study.

II. Approaches to the Study of Culture

A. Cultural schools.
B. Approach used in this course.

III. The Selected Region

A. Geography of the region.
B. The people.
C. History of the people.

IV. The Culture of the People in the Selected Region

A. Values, attitudes and beliefs.
B. Customs and traditions.
C. Family ties.
D. The social and economic system.
E. The political and legal system.
F. Education.
G. Behavior.
H. Communication.
I. Foreign influence.
J. Business climate.

V. Individual Project or Discussion of Special Topics (at the discretion of the instructor.)

Sections I-III comprises three weeks of the course.
Sections IV and V comprises twelve weeks of the course.

World Cultures: Central America

Course Description

World Cultures studies the history, tradition, and contemporary society of homo sapiens through the disciplines of anthropology, arts and humanities, economics, geography, psychology and sociology. Each section of the course concentrates on one culture. Often a culture is experienced in a geographical region which comprises several nations. At other times a culture may exist in one nation which comprises several ethnic groups. Through study and research students will discover and compare affinities and differences between their own culture and others.

Introduction

An awareness of other cultures deepens our understanding of our own. Diversity and alien values challenge our beliefs and assumptions. As our intellectual horizon expands we move from acute ethnocentricity to a more cosmopolitan world view. We discover the way in which what seems "right" to us is our society's adaptation (affected by geography, history, and tradition) to meeting the needs of humankind.

Many United States citizens think of South America as "everything below the Rio Grande" even though all of Mexico and Central America are north of the equator. Nor is our ignorance limited by geography. We know little of its languages, ethnography, history, or architecture. When we look at the political turmoil of Central America, many of us are unaware of the major differences between Spanish and English, economic interests and patterns of colonization. Yet these factors contribute mightily to the present unrest. Few of us are aware that Mexico may "reclaim" Texas, Arizona and New Mexico not by political annexation but by demographics as millions of people immigrate, legally and illegally, to these states. This is changing the economics and culture of the region.

In this course students will achieve two broad objectives (1) an understanding of timely events which affect all of us, (2) an appreciation of the role played by culture in shaping the way we, and others think, emote, work, play, worship, fight, and vote.

This course begins with an overview of our world's growing interdependence through a look at its geography and the social ecology evolving as a result of Western technology. Anthropology is then introduced as a way of explaining the ties between international systems and local customs. Central America is the place whose culture we have chosen in which to examine social institutions and expressions.

Objectives

1. To expose students to another culture, in this case, the geography, history, and achievements of Central America.

2. To focus on a significant body of knowledge from another culture. The understanding of culture will be enhanced by knowledge of the people of Central America. Awareness of the thinking, feeling, and acting characteristics of a particular people provides a window to their culture. This constitutes a body of common understandings, ideas, attitudes, beliefs, values, symbols and behavior which act upon each other and are transmitted from one generation to another by means of language, traditions, and institutions while evolving in response to changing circumstances.

3. To foster cultural empathy and appreciate the cultural diversity of our world.

4. To develop a sense of cultural relativity. Thus we will compare the mode of thinking, creating, communicating, and behaving of people of the United States with the people of Central America.

5. To take an interdisciplinary approach, examining the following: values, political, social, economic, legal and judicial structures, artistic and humanistic achievements.

Texts

Barry, Tom; Wood, Beth; Preusch, Deb, Dollars and Dictators: A Guide to Central America (New York, Grove Press, 1983), second edition.

Crawley, Eduardo, Nicaragua in Perspective (New York, St. Martin's Press, 1984).

Garcia-Marquez, Gabriel , One Hundred Years of Solitude (New York, Harper and Row, 1970).

Ropp, Steve C. and Morris, James A., Eds., Central America: Crisis and Adaptation (Albuquerque, University of New Mexico Press, 1984).

Reserve Readings

Chaliand, Gérard, and Rageau, Jean-Pierre, Strategic Atlas: A Comparative Geopolitics of the World's Powers, (New York, Harper and Row, 1983).

Von Hagen, Victor, The Ancient Sun Kingdoms of the Americas (London, Granada, 1973)

Welty, Thomas Paul, Readings in World Cultures, (Philadelphia, J. B. Lippincott, 1970).

UNIT I: INTRODUCTION TO THE STUDY OF CULTURE

A - GEOGRAPHY AND CULTURE

Week	Topic	Assignment
1	Views of the World	Chaliand, 13-18
	Geopolitics	" 19-25
	A World of Oceans	" 51-75
2	Historical Context of the Contemporary World	Chaliand, 32-50
	Cultural Expressions	" 26-30
	Latin America and Central America	" 160-169

B - ANTHROPOLOGY AND HISTORY: CITIES OF THE JUNGLE - THE MAYAS

3	Definitions: Types, Systems, Personality, Religion, Functionalism, Determinism	Von Hagen, 119-224
4	Natives and Invaders	Welty, 455-465
	Class, Culture, and Conflict	" 496-516
5	Case Study: Origins of the Established Order in Guatemala	Ropp and Morris, 119-152

UNIT II: INSTITUTIONS

6	History and Politics: film: Americas in Transition Nationalism, regionalism, and the effects of super-power ideologies	Carlos Fuentes Harvard Commencement Address - class handout
7	Values and Attitudes: Patriotism - Traditionalists, Revolutionaries, Constitutionalists, Individualists and personal rebellion Honor - God, Reputation, and Public Esteem Ethnics and Morality - Corruption, Race, Poverty and Affluence	Ropp and Morris, XIII - 32
8	Case Study: Nicaragua Betrayed or, Whose Ox was Gored?	Ropp and Morris, 33-66
9	Somoza and Sandino	Crawley, 1-186
10	Mid-Term Exam	
11	Economics and Business: "Haciendas", Banks, Industries, Labor Work Ethic - "Siesta", "Manana", Work as Evil Film: Dollars and Dictators	Barry, Wood, Preusch, 1-243

12 Religion:
Western Christianity
African influences and symbolism
Indian myths and mythology
The Indian revenge
Indian folklore
Superstition and eclecticism
Heritage
Distrust in science
Christianity and adaptation vs. evangelicalism

13 Arts and Creative Works — Gabriel Garcia-Marquez *One Hundred Years of Solitude*

14 Family:
Courtship, Marriage, Family Affairs,
Class and Kinship, "Machismo"

15 Reports on Research

Assignments

This course requires a large amount of reading. The amount of study time involved may be, quantitatively, compared to a language course. Looked at this way, we may say that, short of spending time in the culture or learning its language, extensive reading about and examples from the culture are necessary.

In addition to the weekly readings, students by the 6th week shall declare a topic on which a term paper will be based. The topic should be an in-depth study of one of the weekly assignments. The term paper is due by the 14th week.

Grades:

Students shall be graded on an average compounded from their exams, term paper and any quizzes. Late term paper grades are penalized one grade per each day late.

Course Social Life

- The class will be given information on Baltimore/Washington area films and plays and (voluntary) trips will be planned to embassies and exhibits in D. C.

- A weekend trip to New York, visits to U. N. delegations, exhibits, restaurants may be arranged.

GUATEMALA
population 7 5 million
population growth rate 3 0 per cent
area 42,042 square miles
population density 178 4 per sq mile
exports coffee, cotton, chemicals, sugar
gross domestic product $7 9 billion
gross domestic product growth 4%
per capita income $1,063
literacy rate 30 per cent
BELIZE
population 188,000
population growth rate 3 per cent
area 8,866 square miles
population density 17 8 per sq mile
exports timber, sugar cattle
gross domestic product $132 million
gross domestic product growth NA
per capita income $840
literacy rate 80 per cent
HONDURAS
population 3 8 million
population growth rate 3 4 per cent
area 43,277 square miles
population density 88 per sq mile
exports bananas, coffee, meat
gross domestic product $2 5 billion
gross domestic product growth 2%
per capita income $650
literacy rate 60 per cent
NICARAGUA
population 2 8 million
population growth rate 3 3 per cent
area 54,284 square miles
population density 51 6 per sq mile
exports coffee, cotton, sugar
gross domestic product $2 1 billion
gross domestic product growth 18 9%
per capita income $750
literacy rate 90 per cent
EL SALVADOR
population 4 9 million
population growth rate 3 0 per cent
area 8,083 square miles
population density 606 per sq mile
exports coffee, manufactures
gross domestic product $3 8 billion
gross domestic product growth 8 7%
per capita income $776
literacy rate 63 per cent
PANAMA
population 1 9 million
population growth rate 2 2 per cent
area 29,209 square miles
population density 67 per sq mile
exports petroleum, bananas, sugar
gross domestic product $2 9 billion
gross domestic product growth 5%
per capita income $1,547
literacy rate 82 per cent
COSTA RICA
population 2 3 million
population growth rate 2 3 per cent
area 19,653 square miles
population density 117 per sq mile
exports bananas, coffee, meat, sugar
gross domestic product $4 8 billion
gross domestic product growth rate 1 7 per cent
per capita income $2,087
literacy rate 90 per cent
Belmopan
BELIZE
GUATEMALA
Guatemala
HONDURAS
Tegucigalpa
San Salvador
EL SALVADOR
NICARAGUA
Managua
Caribbean Sea
COSTA RICA
San Jose
Panama
PANAMA
Pacific Ocean

Reprinted with permission from The Miami Herald

BEST COPY AVAILABLE

Bibliography

Adams, Richard N. "Cultural Components of Central America." American Anthropologist 58, no. 5 (1956), 881-907.

_____. Cultural Surveys of Pananma-Nicaragua-Guatemala-El Salvador-Honduras. Scientific Publications, no. 33. Washington, D.C.: Pan American Sanitary Bureau, 1957.

Adamson, David. The Ruins of Time; Four and a Half Centuries of Conquest and Discovery among the Maya. London: George Allen & Unwin, 1975.

Ameringer, Charles D. Don Pepe: A Political Biography of José Figueres. Albuquerque: University of New Mexico Press, 1978.

Anderson, Charles W. "Politics Development Policy in Central America." Midwest Journal of Political Science 5, no. 4 (1961), 332-50.

_____. "Nicaragua: The Somoza Dynasty." In Political System of Latin America, edited by Martin C. Needler, 108-31. New York: Litton Educational Publishing, 1978.

Bell, John Patrick. Crisis in Costa Rica: The Revolution of 1948. Austin: University of Texas Press, 1971.

Bishko, C. J. "The Iberian Background of Latin America History." Hispanic American Historical Review 36 (February 1956), 50-80.

Booth, John A. The End and the Beginning: The Nicaraguan Revolution. Boulder: Westview Press, 1982.

Bowdler, George A., and Patrick Cotter. Voter Participation in Central America, 1954-1981: An Exploration. Washington, D. C.: University Press of America, 1982.

Burbach, Roger, and Patricia Flynn, eds. The Politics of Intervention: The United States in Central America. New York: Monthly Review Press, 1983.

Burland, C. A. Peoples of the Sun: The Civilizations of Pre-Columbian America, London: Weidenfield and Nicholson, 1976.

Chalmers, D. A. "Crisis and Change in Latin America." Journal of International Affairs 23 (1969): 76-88.

_____. "Parties and Society in Latin America." Studies in Comparative International Development 7 (1972): 102-30.

Clegern, Wayne. "Change and Development in Central America," Caribbean Studies 5, (1966), 28-34.

"Colonial Institutions and Contemporary Latin America," Hispanic American Historical Review 43 (August 1963).

Crawford, W. R. A Century of Latin American Thought. New York: Praeger, 1966.

Crawley, Eduardo. Dictators Never Die: A Portrait of Nicaragua and the Somoza Dynasty. New York: St. Martin's Press, 1979.

Cruz, Arturo J. "Nicaragua's Imperiled Revolution," Foreign Affairs, vol 61, no. 5 (Summer 1983), 1031-47.

Dealy, G. The Public Man: An Interpretation of Latin American and Other Catholic Countries. Amherst: University of Massachusetts Press, 1977.

Diederich, Bernard. "Did Human Rights Kill Anastasio Somoza?" Caribbean Review 10, no. 4 (Fall 1981), 4-7, 41-43.

DiGiovani, Cleto, Jr., and Mose L. Harvey. Crisis in Central America: Facts, Arguments, Importance, Dangers, Ramifications. Washington, D.C.: Advanced International Studies Institute, 1982.

Dixon, Marlene, and Susznne Jonas, eds. Revolution and Intervention in Central America. Synthesis Publications, 1981.

Dow, Leslie, Jr. "Ethnic Policy and Indigenismo in Guatemala." Ethnic and Racial Studies 2 (April 1982), 140-55.

Durham, William. Scarcity and Survival: The Ecological Origins of the Soccer War. Stanford, California: Stanford University Press, 1979.

Etchison, Don L. The United States and Militarism in Central America. New York: Praeger, 1975.

Fagen, Richard. "Dateline Nicaragua: The End of the Affair." Foreign Policy 36 (Fall 1979), 178-91.

Feinberg, Richard E. "Central America: No Easy Answers." Foreign Affairs 59, no. 5 (Summer 1981), 1121-46.

Floyd, Troy S. The Anglo-Spanish Struggle for Mosquitia, 1967.

Foster, G. M. Culture and Conquest: America's Spanish Heritage. Chicago: Quadrangle, 1960.

Fried, Jonathan L., et al., eds. Guatemala in Rebellion: Unfinished History. New York: Grove Press, 1983.

Gaspar, E. The United States and Latin America: A Special Relationship? Washington: AEI-Hoover, 1978.

Germani, G., and Silvert, K. "Politics, Social Structure, and Military Intervention in Latin America." European Journal of Sociology, no 2 (1961), pp. 62-81.

Gilly, Adolfo. "The Guerrilla Movement in Guatemala." Monthly Review 17, nos. 1 and 2 (May and June 1965), 9-40, 7-41.

Gleijeses, Piero. "The Case for Power Sharing in El Salvador." Foreign Affairs 61, no. 5 (Summer 1983), 1048-63.

_____. "The Elusive Center in Central America...." Working Papers of a New Society 8, no. 3 (November-December 1981), 30-37.

González-Solien, Nancy L. Black Carib Household Structure: A Study of Migration and Modernization. Seattle: University of Washington Press, 1969.

Gorman, Stephen M. "Power and Consolidation in the Nicaraguan Revolution." Journal of Latin American Studies 13, part 1 (May 1981), 133-49.

Grabendorff, Wolf, Heinrich-W. Krumwiede, and Joerg Todt, eds. Political Change in Central America. Boulder, Colo: Westview Press, 1983.

Grieb, Kenneth J. Guatemalan Caudillo: The Regime of Jorge Ubico. Athens, Ohio: Ohio University Press, 1979.

Griffith, William J. "The Historiography of Central America Since 1830." Hispanic American Historical Review 40, no. 4 (November 1960), 548-69.

Grubb, Kenneth G. Religion in Central America. New York: World Dominion Press, 1937.

Hinshaw, Robert E. Panajachel: A Guatemalan Town in Thirty-Year Perspective. Pittsburgh: University of Pittsburgh Press, 1975.

Immerman, Richard H. The CIA in Guatemala: The Foreign Policy of Intervention. Austin: University of Texas Press, 1982.

Johnson, H. B., Jr., ed. From Reconquest to Empire: The Iberian Background to Latin American History. New York: Knopf, 1970.

Jonas, Susanne, and David Tobis, eds. Guatemala Berkeley: North American Congress on Latin America (NACLA), 1974.

Kadt, E. de. "Paternalism and Populism: Catholicism in Latin America." Journal of Contemporary History 2 (October 1967): 89-106.

Karnes, Thomas L. The Failure of Union: Central America, 1824-1975. Rev. ed. Tempe, Ariz.: Center for Latin American Studies, Arizona State University, 1976.

Kirkpatrick, Jeane. "U. S. Security and Latin America." Commentary 72 (January 1981), 29-40.

Kroeber, A. L. and Clyde Kluckhohn, Culture. (Random House, 1952).

Landsberger, H. A., ed. The Church and Social Change in Latin America. Notre Dame: University of Notre Dame Press, 1970.

Lappe, Francis Moore, and Joseph Collins. "Now We Can Speak: A Journey through the New Nicaragua." San Francisco: Institute for Food and Development Policy, 1982.

Leo Grande, William, and Carla Robbins. "Oligarchs and Officers: The Crisis in El Salvador." Foreign Affairs 58 no. 5 (Summer 1980), 1084-1103.

Macaulay, Neill. The Sandino Affair. Chicago: Quadrangle Books, 1967.

MacLeod, Murdo J. Spanish Central America: A Socioeconomic History 1520-1720. Berkeley: University of California Press, 1973.

May, Jacques Meyer, and Donna L. McLellan. The Ecology of Malnutrition in Mexico and Central America. 1st ed. New York: Hafner Publication Co., 1972.

McCreery, David J. "Coffee and Class: The Structure of Development in Liberal Guatemala." Hispanic American Historical Review 56, no. 3 (1976), 438-60.

McIntosh, Jane. "Radio and Revolution: The Importance of Broadcasting in Central America." Index on Censorship 11 (1982), 11-13.

McIntosh, Terry L. "Local Government in Guatemala and Its Relation within th Central Government." Planning and Administration 5, no. 2 (1978) 15-27.

Melville, Thomas and Marjorie. Guatemala: The Politics of Land Ownership. New York: Free Press, 1971.

Moore, Richard E. Historical Dictionary of Guatemala. New York: Scarecrow Press, 1967.

Munro, Dana G. The Five Republics of Central America. Oxford University Press, 1918.

_____. The United States and the Caribbean Republics 1921-1933. Princeton University Press, 1974.

North Liisa. Bitter Grounds: Roots of Revolution in El Salvador. London: ZED Press, 1982.

Nyrop, Richard, ed. Panama: A Country Study. Washington, D. C.: U. S. Government Printing Office, 1981.

Parker, Franklin D. The Central American Republics. New York: Oxford University Press, 1964.

Parry, J. H. The Spanish Theory of Empire in the Sixteenth Century. Cambridge: Cambridge University Press, 1940.

Payeras, Mario. "Days of the Jungle: The Testimony of a Guatemalan Guerrillero, 1972-1976." Monthly Review 35, no. 3 (July-August 1983), 19-94.

Perkins, Dexter, A History of the Monroe Doctrine. Boston: Little, Brown, 1955.

Petras, J. Politics and Social Structure in Latin America. New York: Monthly Review, 1970.

Picon-Salas, M. Cultural History of Spanish America. Berkeley: University of California Press, 1968.

Pike, Frederick B. "The Catholic Church in Central America." The Review of Politics 21, no. 1 (January 1959), 83-113.

_____, ed. The Conflict Between Church and State in Latin America. New York: Knopf, 1964.

Rio, A. del. The Clash and Attraction of Two Cultures: The Hispanic and Anglo-Saxon Worlds in America. Baton Rouge: Louisiana State University Press, 1965.

Rodriguez, Mario. Central America. Englewood Cliffs, N. J.: Prentice-Hall, 1965.

_____, and Vincent C. Peloso. A Guide for the Study of Culture in Central America: Humanities and Social Sciences. Washington, D. C.: Pan American Union, 1968.

Royal Anthropology Institute, Notes and Queries in Anthropology (London, 1874, 1954).

Sanders, Thomas G. "Mexican Policy in Central America." USFI Reports, 1982, no. 27, North America. Hanover, N. H.: Universities Field Staff International, 1982.

Sarfatti, M. Spanish Bureaucratic-Patrimonialism in Latin America. Berkeley: University of California, Institute of International Studies, 1966.

Schall, James V. "Central America and Politicized Religion." World Affairs 144, no. 2 (Fall 1981), 126-49.

Schlesinger, Stephen and Stephen Kinzer. Bitter Fruit: The Untold Story of the American Coup in Guatemala. Garden City, N. Y.: Doubleday, 1982.

Schmidt, Steffen Walter. El Salvador: The Inevitable Crisis. Salisbury, N. C.: Documentary Publications, November 1983.

Silvert, K. H. Essays in Understanding Latin America. Philadelphia: ISHI, 1977.

_____. The Politics of Social and Economic Change in Latin America. Sociological Review Monographs. University of Keele, 1967.

Squier, Ephraim G. Notes on Central America, Particularly the States of Honduras and San Salvador: Their Topography, Climate, Population, Resources, Production, etc. and the Proposed Honduras Inter-Oceanic Railway. New York: Harper and Bros., 1855.

Stanger, Francis M. "National Origins in Central America." Hispanic American Historical Review 12, no. 1 (February 1932), 18-45.

Stoltz Chinchilla, Norma. "Class Struggle in Central America: Background and Overview." Latin American Perspectives 7, nos. 2 and 3 (Spring and Summer 1980), 2-23.

Stone, Samuel. "Costa Rica's Political Turmoil." Caribbean Review 10, no. 1 (Winter 1981), 42-46.

Struckmeyer, Horst J. "Coffee Prices and Central America." Finance and Development 14, no. 3 (September 1977), 28-31, 40

Walker, Thomas W. Nicaragua: The Land of Sandino. Boulder, Colo.: Westview Press, 1981.

_____, ed. Nicaragua in Revolution. New York: Praeger, 1982.

West, Robert C., and John P. Augelli. Middle America: Its Lands and Peoples. Englewood Cliffs, N. J.: Prentice-Hall, 1976.

Whelan, James R. Through the American Looking Glass: Central America's Crisis. Washington, D. C.: Council for Inter-American Security, 1980.

Willems, E. Latin American Culture. New York: Harper and Row, 1975.

Woodward, Ralph Lee. Central America: A Nation Divided. New York: Oxford University Press, 1976.

Worcester, Donald E. "Central America Since Independence." In The Caribbean: The Central American Area, edited by A. Curtis Wilgus, 85-93. Gainesville: University of Florida Press, 1961.

Wortman, Miles L. Government and Society in Central America: 1680-1840. New York: Columbia University Press, 1982.

Zea, L. The Latin American Mind. Norman: University of Oklahoma Press, 1963.

BUSINESS AND SOCIETY

Course Description:

A course providing an exploration of the interrelationship between business and other sectors of society. Among the dimensions to be covered are economic, ethical, legal, political, and social implications of decision making in business. Historical and contemporary practices will be investigated.

Introduction:

Today's business organizations do not operate in a social vacuum. Instead, they operate within networks of internal and external social relationships. These social networks wrap themselves around businesses so thoroughly as to blur the boundaries between "business" and "society." One result of this inseparability is that all business decisions have a social impact, while another is that the vitality of business and even its survival depend on society's actions and attitudes toward business. Each needs Business and society, then, constitute an interactive system. Each needs the other, and each can influence the other. This course is a study of those relationships and interactions, their effects, and the major social and ethical challenges which they present to business. Throughout, the course the delicate balance of values, ethics, and economics is considered.

Purpose:

To provide a broad understanding of the interrelationships among business, government, and society. The course will organize the diverse relationships linking business, government, and society; analyze the ways in which business and government function; and evaluate how fully business and government satisfy the preferences and expectations of society.

Objective:

1. To examine the interactions and interdependencies between individuals, businesses, and other institutions of society (e.g., legal, political, economic, social, religious, etc.).

2. To examine issues in business decision making and their relation to economics, society, value systems, and ethics.

3. To examine the ethical and value assumptions and implications that underlie business issues.

4. To examine the wider ramifications of issues or decision making in business.

5. To focus on structural questions and or theoretical or ethical issues in a business framework.

Prerequisite:

Senior standing.

BEST COPY AVAILABLE

Texts:

(TBA)

Course Outline:

I. Business and Society -- Scope and Introduction

A. The history and controlling forces of business.
B. The nature of capitalism.
C. The growth of business in the U.S.

II. American Business Philosophy

A. Free enterprise system.
B. Business values and ethics.
C. Challenges to business philosophy.

III. Business and the Individual

A. Loyalty, job satisfaction, and productivity.
B. Fair employment practices and implementation.
C. Individual rights.
D. Safety and health provisions.

IV. Government Regulations

A. Government business partnership.
B. Government regulations and objectives.
C. Costs and benefits of regulation.
D. Economic and social regulations.

V. International Business

A. International economic systems.
B. World trade and its impact on U.S. business.
C. Multinational enterprises.
D. Developed, developing, and undeveloped nations--business issues.

Bibliography:

Anshen, Melvin, ed., Managing the Socially Responsible Corporation. New York: Macmillan Publishing Co., 1974.

Baier, Kurt, and Nicholas Rescher. Values and the Future: The Impact of Technological Change on American Values. New York: Macmillan, 1969.

Baumhart, Raymond. An Honest Profit: What Businessmen Say About Ethics in Business. New York: Holt, Rinehart, Winston, 1968.

Barry, Vincent. Moral Issues in Business. Belmont, CA: Wadsworth Publishing Co., 1979.

Beauchamp, Tom L. Case Studies in Business, Society, and Ethics. Englewood Cliffs, N.J.: Prentice-Hall, 1983.

_____, and Norman E. Bowie, eds. Ethical Theory and Business. Englewood Cliffs, N.J.: Prentice-Hall, 1983.

Bell, Daniel. The Coming of Post-Industrial Society. New York: Basic Books, 1973.

Boulding, Kenneth. The Meaning of the Twentieth Century: The Great Transition. New York: Harper and Row, 1964.

Bok, S. Lying: Moral Choice in Public and Private Life. New York: Pantheon Books, 1978.

Bowie, Norman. Business Ethics. Englewood Cliffs, N.J.: Prentice-Hall, 1982.

Braybrooke, David. Ethics in the World of Business. Totowa, N.J.: Towman and Allanheld, 1983.

Buccholz, Rogene. Business Environment and Public Policy: Implications for Management. Englewood Cliffs, N.J.: Prentice-Hall, 1982.

Cavanagh, Gerald F. American Business Values in Transition. Englewood Cliffs, N.J.: Prentice-Hall, 1976.

Clinard, Marshall B., and Peter C. Yeager. Corporate Crime. New York: Free Press, 1980.

DeGeorge, Richard. Business Ethics. New York: Macmillan Publishing Co., 1982.

_____, and Joseph A. Pichler, eds. Ethics, Free Enterprise, and Public Policy: Original Essays on Moral Issues in Business. New York: Oxford University Press, 1978.

Donaldson, Thomas. Case Studies in Business Ethics. Englewood Cliffs, N.J.: Prentice-Hall, 1983.

_____, Corporations and Morality. Englewood Cliffs, N.J.: Prentice-Hall, 1982.

_____, and Patricia H. Warhane, eds. Ethical Issues in Business. Englewood Cliffs, N.J.: Prentice-Hall, 1979.

Ellul, Jacques. (Translation by John Wilkinson.) The Technological Society. New York: Knopf, 1964.

England, George. The Manager and His Values: An International Perspective. Cambridge, MA: Ballinger Press, 1975.

Fox, Harrison W., and Martin Schnitzer. Doing Business in Washington: How to Win Friends and Influence Government. New York: Free Press, 1981.

Friedman, Milton, and Rose Friedman. Freedmon to Choose: A Personal Statement. New York: Avon, 1981.

Galbraith, John Kenneth. The New Industrial State. Boston: Houghton-Mifflin, 1971.

Garrett, Thomas M., Raymond C. Baumhart, and Theodore V. Purcell. Cases in Business Ethics. Englewood Cliffs, N.J.: Prentice-Hall, 1968.

_____, and Richard Klonski. Business Ethics. Englewood Cliffs, N.J.: Prentice-Hall, 1986.

Goodpaster, K.E., and K.M. Sawyer, eds. Ethics and Problems of the 21st Century. Notre Dame, IN: University of Notre Dame Press, 1979.

Greer, Douglas F. Business, Government, and Society. New York: Macmillan, 1983.

Heilbroner, Robert. Business Civilization in Decline. New York: Norton, 1976.

Luthans, Fred, et.al. Social Issues in Business. New York: Simon and Schuster, 1982.

McCready, W.C., and A.M. Greeley. The Ultimate Values of the American Population. New York: Russell Sage Publications, 1976.

Madden, Carl H. Clash of Culture: Management in an Age of Changing Values. Washington, D.C.: National Planning Association, 1972.

Naisbitt, John. Megatrends: Ten New Directions Transforming Our Lives. New York: Warner, 1982.

Novak, Michael. The Spirit of Democratic Capitalism. New York: Simon and Schuster, 1982.

Reich, C. The Greening of America. New York: Random House, 1970.

Rokeach, M. The Nature of Values. New York: Free Press, 1983.

BEST COPY AVAILABLE

Schultze, Charles L. The Public Use of Private Interest. Washington, D.C.: Brookings, 1977.

Schumpeter, J.A.: Capitalism, Socialism, and Democracy. New York: Harper and Row, 1950.

Selekman, Benjamin, and Sylvia Selekman. Power and Morality in a Business Society. New York: McGraw-Hill, 1956.

Silk, Leonard, and David Vogel. Ethics and Profits: The Crisis of Confidence in American Business. New York: Simon and Schuster, 1976.

Snoeyenbos, Milton, Robert Almeder, and James Humber. Business Ethics. Buffalo: Prometheus Books, 1983.

Solo, Robert A. Economic Organizations and Social Systems. Indianapolis: Bobbs-Merrill, 1967.

Solomon, Robert C., and Kristine R. Hanson. Above the Bottom Line: An Introduction to Business Ethics. New York: Harcourt, Brace, Jovanovich, 1983.

Starling, Grover, and Otis Baskin. Issues in Business and Society: Capitalism and Public Purpose. Boston: Kent Publishing, 1985.

Steckmest, Francis W. Corporate Performance: The Key to Public Trust. New York: McGraw-Hill, 1982.

Toffler, Alvin. Future Shock. New York: Bantam Books, 1970.

_____. The Third Wave. New York: Bantam Books, 1981.

Velasquez, Manuel G. Business Ethics: Concepts and Cases. Englewood Cliffs, N.J.: Prentice-Hall, 1982.

Weber, Max. The Protestant Ethic and the Spirit of Capitalism. New York: Scribner, 1930.

University of Baltimore
Model Syllabus for the Modern City

Prepared by the Modern City Planning Committee
Fall, 1985 -- Spring, 1986

Course Description: An interdisciplinary, indepth, study of the modern city with a focus on Baltimore. Historical, political, economic, social, and cultural perspectives are considered in examining the modern city, its problems and growth. The resources of Baltimore City will be used whenever appropriate.

Course Objectives and Goals: To provide an understanding of the experience of the modern city from the interrelated perspectives of academic disciplines as those disciplines focus on the social, psychological, economic, political, cultural, ethical, and religious values that influence the lives of residents of modern cities; to recognize that most students in the class will either live in, work in, or derive their livelihoods from cities that are the centers of geographical regions and their economic, communication, and transportation networks; to apply a range of scholarly techniques to gathering information, analyzing information, and presenting information about the modern city; to address the humanistic perspectives about--and the humanistic manifestation in--city life; and to use the resources of Baltimore city by means of at least one instructor-supervised field trip and through other arrangements that each instructor may devise.

The above goals and objectives are accomplished through but not limited to the following required scholarly activities: two essay examinations; two out-of-class written preparations of an essay and a book, theater, or movie review; a written piece based on a field experience involving original source materials, interviews, reactions to events; and an oral presentation and critique of one of the written assignments.

Recommended Textbooks and Original Sources:

Baltimore City Living Museums.
University of Baltimore, Baltimore Voices (Tape).
City of Baltimore, Charter of the City of Baltimore.
Douglas, Fredrick. Narrative of the Life of Fredrick Douglas.
Jacobs, James. Cities and the Wealth of Nations. New York: Vintage, 1985.
Jefferson, Thomas. Notes on the State of Virginia and Political Writings.
Riis, Jacob. How the Other Half Lives, - - - - 1890.
State of Maryland Constitution.
U.S. Constitution.
U.S. Census Reports, Baltimore Metropolitan Statistical Area.

Course Outline: (Note: The amount of time devoted to each topic, the sequencing of the topics, the number and scheduling of examinations, the scheduling of field trips, and the scheduling of presentations are left to the discretion of the individual instructor. The outline below is based on the sixteen week semester.)

1. Origin and Development of Urban Life
   a. Cities as communities; as fortresses; as marketplaces; as governmental centers; as transportation links; as religious shrines; as geographic designations
   b. Focus on the American City--the Jeffersonian Ideal and his Criticism of the City
   c. Focus on Baltimore
   Suggested Exercise: An out-of-class essay drawn from above block of instruction.

2. Industrialization
   a. Evolution of the industrial city from 18th century European and British experience and 19th century U.S. experience
   b. The types of industry and the relation of industry to raw materials, transportation, information, sources of energy, labor, financial institutions, optimal markets etc.
   c. Focus on Baltimore
   Suggested Exercise: A book review of Jacobs, Cities and the Wealth of Nations.

3. Demographics of the City
   a. The changing racial, ethnic, educational, economic, employment, housing characteristics
   b. Focus on Baltimore MSA
   Suggested Exercise: An oral report based on the examination of census track and a "windshield" comparison of the physical evidence to the statistical information.

Mid-Term Examination

4. Cultural Expression
   a. The city as source of the Arts
   b. The city as a consumer of the Arts
   c. The city as a subject of the Arts
   d. Focus on Baltimore
   Suggested Exercise: A review or an essay using a play, novel, or film as the source.

5. The City as Interrelated and Interdependent Activities
   a. Social, religious, economic, political, legal, cultural/educational, leisure activities by individuals and groups
      1) The opportunities for individual and group development
      2) The tensions and conflicts of individuals and groups i.e. urban unrest of the 1960's within the context of social, economic, and political systems
   b. Focus on Baltimore

   Suggested Exercise: Paper based on field research; student oral presentation of paper; student oral critique of presentation.

6. The Future of Urban Life
   a. The trends of change
      1) Industrialized to service economy
      2) Urban sprawl, gentrification, and technological impacts on all aspects of behavior, and the evolving global village
   b. Focus on Baltimore

Final Examination

Selected Bibliography

(Note: The following selected bibliography is listed with reference to general topics that may or may not relate to specific disciplines.)

Economics and Industrialization

Harrison, Bennett. Urban Economic Development, Washington, D.C.: The Urban Institute, 1974.

Jacobs, Jane. The Death and Life of Great American Cities, New York: Random House, 1961.

Jacobs, Jane. Cities and the Wealth of Nations, New York: Vintage, 1985.

Jacobs, Jane. The Economy of Cities, New York: Random House, 1969.

Galbraith, John K. The Age of Uncertainty, Boston: Houghton Mifflin Company, 1977, Chapter 11.

Bingham, Richard D., & Blair, John P., eds. Urban Economic Development (Urban Affairs Annual Review Series, Vol. 27), Beverly Hills: Sage Publications, Inc., 1984.

Pirenne, Henri. Medieval Cities, Princeton: Princeton University Press, 1969.

Caro, Robert S. The Power Broker: Robert Moses and the Fall of New York, New York: Knopf, 1974.

Maryland Dept. of Economics & Community Development, Brief Economic Facts, 1985 Vol. 1 (UB=XHC107M3876, 1985 V.1)

Directory of Incentives for Business Investment & Development in the U.S., The Urban Institute Press, Washington D.C. 1983 (UB=HC110I53N4, 1983)

Maryland Office of Business & Industrial Development, Maryland USA, Opportunities for International Business, 45 Calvert St. Annapolis MD 21401, (1-269-3514) (UB=XHC107M3077, 1985)

Maryland Division of Business & Industrial Development, Community Economic Inventory for Baltimore City and Baltimore County, plus update sheets, (UB=XHC107M3A51382 V.3)

The Baltimore Sunpapers, as indexed in the Enoch Pratt Library, Maryland Dept., & Microfilmed.

Baltimore Magazine, UB Library.

The Baltimore Business Journal Newspaper, 75c/copy/week.

Business Membership Directory 1985/86, Maryland Chambers of Commerce, 60 West Street, Annapolis MD 21401 (1-269-0642) (UB=XHF5065M3M37)

Opportunities for the Silicon Valley Industry in Maryland, Maryland Dept. of Economic & Community Development, (UB=HD9696.A3.U572.1983)

The package that the Governor's office "Green Door" project sends out to new businesses.

Sundstrom, E. & Sundstrom, J.G. Work Places: Psychology of the Physical Environment in Offices and Factories, Monterey, Calif: Brooks/Cole, 1983.

Evolution of Modern City

Antin, Mary, The Promised Land (1912).

Barth, Gunther. City People: The Rise of Modern City Culture In Nineteenth-Century America, (New York: Oxford University Press, 1982).

Excerpt from Frederick Douglass, Narrative of the Life..., (1845)

Handlin, Oscar. "The Modern City as a Field of Historical Study," in Handlin and John Burchard (eds.), The Historian and the City, (Cambridge, 1963).

Jackson, Kenneth T. "The Crabgrass Frontier...," in Raymond A. Mohl and James F. Richardson (ed.), The Urban Experience: Themes in American History, (Belmont, 1973), 196-221.

Riis, Jacob. How the Other Half Lives, (1890).

Riordan, William. Plunkitt of Tammany Hall. (1950; RPr., New York: E.P. Durrow, 1963).

Thernstrom, Stephen. "Urbanization, Migration, and Social Mobility in Late Nineteenth-Century America," in Barton J. Bernstein (ed.), Towards a New Past: Dissenting Essays in American History (New York, 1969), 158-175, or earlier editions of same volume.

Future of the City

Porteus, J. Environment & Behavior, Reading, Mass: Addison/Wesley, 1977, (discussions on urban renewal).

Suleri, P. Arcology: The City in the Image of Man, Cambridge, Mass: M.I.T. Press, 1969.

Interrelated Activities in the City

Freedman, J. Environment and Behavior, Reading, Mass: Addison/Wesley, 1977.

Geller, D.M. "Response to Urban Stimulation: A Balanced Approach," J. of Social Issues, 1980, 36, 86-100.

Gottfiener, Mark (e.d.). Cities in Stress.

Lynch, K, The Image of the City, Boston Mass: M.I.T. Press, 1960.

Murphy, J.F., Williams, J.G., Niepoth, E.W. & Brown, P.B. Leisure Service Delivery System: A Modern Perspective, Philadelphia: Lea & Febiger, 1973.

Sundstrom, E. & Sundstrom, M.G., Work Places: Psychology of the Physical Environment in Office & Factories, Monterey, Calif: Brooks/Cole 1983.

Media footage of riots or the use of the Report of the "National Advisory Commission on Civil Disorders".

Levy, Frank, Meltsner, Arnold, and Wildavsky, Aaron, Urban Outcomes, Berkeley: University of California Press, 1974.

Arnold, Davis S. Managing Municipal Leisure Services, Washington, D.C.: International City Management Association, 1980.

Chubb, Holly P. and Michael Chubb. One Third of Our Time? An Introduction to Recreation Behavior and Resources, New York: John Wiley and Sons, 1981.

Godbey, Geoffrey. Leisure in Your Life, Second edition, Philadelphia, PA.: Saunders College Publishing, 1986.

Kraus, Richard. Recreation and Leisure in Modern Society, Third edition. Glenview, Illinois: Scott, Foresman and Company 1984.

Teaff, Joseph D. Leisure Services with the Elderly, St. Louis, Missouri: Times Mirror/Mosby College Publishing, 1985.

Government and Politics

Greer, Scott. Governing the Metropolis, New York: John Wiley and Sons Inc., 1962.

Linebery, Robert and Sharkansky, Ira. Urban Politics, (3rd Ed.) New York: Harper and Row, 1978.

Mumford, Lewis. The Urban Prospect, New York: Harcourt, Brace & World Inc., 1968.

Mumford, Lewis. The City in History, New York: Harcourt, Brace & World Inc., 1961.

Wikstrom, Gunnar & Wilstrom, Nelson, (eds.) Municipal Government, Politics, and Policy, Lanham MD: University Press, 1982.

Fiction

Burgess, Anthony. A Clockwork Orange, New York: Ballantine Books, 1965.

Cheever, John. The Selected Stories of John Cheever, New York: Ballantine Books, 1980.

Doctorow, E. L. Ragtime, New York: Random House 1975.

Fitzgerald, F. Scott. The Great Gatsby, New York: Scribner Library 1953.

Herlihy, James Leo. Midnight Cowboy, New York: Dell 1969.

Joyce, James. Ulysses, New York: Random House, 1934.

O'Connor, Edwin. The Last Hurrah, New York: Bantam 1970.

Pickering, James C. The City in American Literature, New York: Harper and Row, 1977.

Film

Chinatown
Diner
Manhattan
Metropolis
Midnight Cowboy
Ragtime
Storm of Strangers
Taxi Driver

ARTS AND IDEAS

Course Description

An interdisciplinary study of enduring works of imagination and intellect that have contributed to the making of contemporary civilization. Examples of art, architecture, and music will be used to illuminate central themes in literature, philosophy, and history. The cultural resources of the Baltimore area will be used wherever appropriate.

Introduction

The spirit of humankind is manifested in its works of art and imagination, the mind exemplified in its works of the intellect. This course attempts to explore our creative and intellectual abilities by evaluating some of the great works of literature and philosophy, viewed against a background of art, music, and history. This syllabus moves from ancient myth to modern reality centering on four great moments of artistic and philosophic realization. The course is constructed so that each teacher has some choice of the central theme to be explored. Themes that might work especially well include the hero's quest, the relation of reason and passion, the meaning of love, or humanity and its gods. But, whatever the theme, the courses emphasizes the flowering of the creative and intellectual.

Course Objectives

1. To give students a critical appreciation of some of the most significant works of art, literature, and ideas.

2. To expose students to the intellectual and cultural resources of the Baltimore metropolitan area.

3. To evolve an understanding in the students of the inter-relation of the arts and the intellect.

4. To develop students' abilities to read, write, and think critically.

Course Outline

I. The Classical Heritage: "... Greeks bearing gifts" (4 weeks)

Readings:

Homer, The Iliad
Choice of One:
Sophocles, Oedipus the King or Antigone
Plato, The Symposium or Apologia, Crito, Phaedo
Aristotle, The Poetics or Metaphysics or Ethics
Selected Photocopied Works to Supplement Assigned Readings

BEST COPY AVAILABLE

Art:

Walters Art Gallery permanent collection, including Greek Sculpture, Roman Art and Neo-classical Art (Slides of selected works will be discussed in class prior to a visit to the gallery)

Suggested Discussion Topics:

Search for Truth Know Thyself
Epic Structure and the Hero's Journey
Tragic Vision
Mythology
Classical Values in Art and Philosophy

II. The Light of the Renaissance: "What a piece of work is a man..." (3 weeks)

Readings:

Shakespeare, Hamlet or The Tempest
Selected Photocopied Works to Supplement Assigned Readings

Art:

Walters Art Gallery permanent collection, including Medieval Art, Medieval Manuscripts, Italian Medieval, Italian Renaissance, and Renaissance (Slides of selected works will be discussed in class prior to a visit to the gallery)

Music:

Gregorian Chant
Wandering Troubadour Ballads
Court Music
Madrigals

Suggested Discussion Topics:

Medieval to Renaissance
The Great Chain of Being
God's Essence Man's Essence
Sense of Discovery

III. The Romantic Rebellion: "It was the best of times, it was the worst of times..." (4 weeks)

Readings:

Voltaire, Candide or Blake, Songs of Innocence and Experience Bronte, Wuthering Heights or Dickens, Hard Times Selected Photocopied Works to Supplement the Assigned Readings

BEST COPY AVAILABLE

Music:

Bach, Beethoven, Mozart, Wagner
Berlioz, Symphonie Fantastique

Art:

Baltimore Museum of Art and Walters Art Gallery permanent collections, including 18th and 19th Century Collections
Paintings by William Blake (Slides of selected works will be discussed in class prior to a visit to the gallery)

Films:

Great Expectations or Wuthering Heights

Suggested Discussion Topics:

Classical Values The Romantic Impulse
Majestic Clockwork
Dualism
Classical Symphony and the Romantic Symphony

IV. This Uncertain World: "Let us go then, you and I..."

Readings:

Sartre, Existentialism and Human Emotions
Choice of One:
T. S. Eliot, The Waste Land
Rilke, Duino Elegies
O'Neill, The Iceman Cometh
Selected Photocopied Works to Supplement the Assigned Readings

Film:

Long Day's Journey into Night or The Grapes of Wrath or 2001

Art:

Baltimore Museum of Art permanent collection, including Cone Collection
Picasso (Slides of selected works will be discussed in class prior to a visit to the gallery)

Music:

Igor Stravinsky, The Firebird or The Rite of Spring
Aaron Copland, Antonin Dvorak
Jazz and Folk

BEST COPY AVAILABLE

Suggested Discussion Topics:

The Loss of Faith
The Will to Believe
Social Reform
Uncertainty and Belief in the Age of Technology

Course Requirements

1. Various short papers, at least one for each unit.

2. An oral presentation of a work or theme in relation to arts and ideas.

3. A longer, analytical paper (approximately 10 pages) which is an elaboration of one of the shorter papers developed already.

4. Class participation and attendance is crucial.

SUGGESTED BACKGROUND READINGS

Unit I: The Classical Heritage

Campbell, Joseph. The Hero of a Thousand Faces.
Frazer, Sir James George. The Golden Bough.
Gambrich, E. H. The Story of Art.
Graves, Robert. The Greek Myths.
Henle, Jane. Greek Myths: A Vast Painter's Notebook.
Homer. The Odyssey.
Read, Herbert. The Art of Sculpture.
Rose, H. J. A Handbook of Greek Mythology.
Seltman, Charles. Approach to Greek Art.
Steiner, George and Fagles, Robert, ed. Homer.
Tarn, William and Griffith, G. T. Hellenistic Civilization.
Virgil. The Aeneid.

Unit II: The Light of the Renaissance

Castiglione. The Courtier.
Gambrich, Ernst. Symbolis Images: Studies in the Art of the Renaissance.
Kott, Jan. Shakespeare, Our Contemporary.
Lovejoy, Arthur. The Great Chain of Being.
Machiavelli, Niccolo. The Prince.
Panofsky, Erwin. Studies in Iconography: Humanistic Themes in the Art of the Renaissance.
Shakespeare, William. Sonnets.
Tillyard, E. M. W. The Elizabethan World Picture.
Yates, Frances A. The Theatre of the World.

Unit III: The Romantic Rebellion

Abrams, M. H. Natural Supernaturalism.
Bate, W. J. From Classic to Romantic.
Blake, William. The Marriage of Heaven and Hell.
Bloom, Harold. The Visionary Company.
Clark, Kenneth. The Romantic Rebellion.
Pope, Alexander. Essay on Man.
Praz, Mario. The Romantic Agony.

Unit IV: This Uncertain World

Bradbury, Malcolm and James McFarlane. Modernism.
Camus, Albert. The Myth of Sisyphus.
Ellmann, Richard and Charles Feidelson. The Modern Tradition.
Freud, Sigmund. A General Selection from the Books of Freud.
Hughes, Robert. The Shock of the New.
Joyce, James. Ulysses.
Jung, Carl. Man and His Symbols.
Kenner, Hugh. The Pound Era.
Lynton, Norbert. The Story of Modern Art.
Marx, Karl and Engels, Friedrich. On Literature and Art.
Russell, Bertrand. Autobiography.
Stravinsky, Igor. Poetics of Music.

BEST COPY AVAILABLE

IDEAS IN WRITING: PURPOSE AND STRATEGY
IDIS 4999.300

The ability to communicate effectively in writing is increasingly crucial to success both in the academic world and in the careers which students from the College of Liberal Arts and the School of Business will pursue after graduation.

Ideas in Writing stresses the interrelationships between careful reading, critical thinking, and sophisticated writing. Building on skills mastered in lower-division composition courses, students will develop the ability to analyze the contexts within which they write, to define their purposes clearly, and to employ appropriate strategies for accomplishing those purposes. At the same time they will come to appreciate the role which design plays in effective writing and will learn to devise formats adapted to specific purposes and specific audiences.

Assigned readings include a work by a major intellectual figure whose ideas have been influential in a variety of disciplines, provocative books and essays which will both illustrate a variety of writing strategies and promote serious consideration of important contemporary issues, and model examples of academic and professional writing (for example, journal articles, memos, letters, and reports).

Students are expected to attend class regularly, to participate actively in discussions, and to submit each written assignment on time and in an appropriate format. In determining a student's final grade an instructor will look for evidence of steady development of skills throughout the semester. Thus a student who does not write particularly well at the beginning of the semester but who is doing <u>consistently</u> good work by the end will receive a grade which recognizes the level of expertise which she/he has achieved and maintained.

"If any man wishes to write a clear style,
let him first be clear in his thoughts."
--Johann W. von Goethe

"All the fun's in how you say a thing."
--Robert Frost

COURSE OUTLINE

I. (2 weeks) Writing to Inform: Designing Direct Communications

Reading: annual report from Martin Marietta
Maxine Hairston, Effective Writing, Chapters 1-4

Writing: the informative memo

II. (3 weeks) Writing to Persuade: Direction and Indirection

Reading: model letters selling products, services, and ideas
Adrienne Rich, "Women and Honor: Some Notes on Lying"
Hairston, Chapters 5-7, 11 (pp. 211-216)

Writing: the letter of application
the sales letter or the proposal

III. (4 weeks) Writing About Ideas: Summary, Response, Synthesis

Reading: Charles Darwin, "Natural Selection and the Survival of the Fittest"
C.P. Snow, The Two Cultures and A Second Look
Tracy Kidder, The Soul of a New Machine
Jeremy Rifkin, Algeny
Hairston, Chapters 8, 11 (pp. 223-227)

Writing: the abstract or summary
the informal response to ideas
the synthesizing essay

IV. (3 weeks) Writing About Process: Clarity and Precision

Reading: model process analyses
relevant sections in Unit III texts
Hairston, Chapter 9

Viewing: a videotaped process

Writing: description and analysis of a process (drafted in class, revised out of class)

V. (3 weeks) Researching, Designing, Drafting, Documenting: Integration of Skills and Strategies

Reading: model reports
relevant sections in Unit III texts
Hairston, Chapters 10, 11 (pp. 217-223)

Writing: the business report or the extended essay (preceded by oral presentation and discussion of ideas in progress within a small group setting)

NOTE: An introduction to library resources presented by a reference librarian will prepare students to conduct research efficiently.

TEXTS

Maxine C. Hairston, Successful Writing, 2nd edition (W.W. Norton)

Adrienne Rich, "Women and Honor: Some Notes on Lying"

Charles Darwin, "Natural Selection and the Survival of the Fittest"

C.P. Snow, The Two Cultures and A Second Look (NAL)

Tracy Kidder, The Soul of a New Machine (Avon)

Jeremy Rifkin, Algeny (Penguin)

a writing handbook (recommended: _____)

a desk dictionary

Appendix 2

List of those who team taught

Spring 1987

Dr. Randall Beirne	Professor of Sociology
Charles Fisher	History
Dr. Elaine Loebner	Associate Professor of Sociology
DR. Bruce Parry	Associate Professor of Economics
Dr. Steve Matanle	Director of Writing Programs
Dr. Derral Cheatwood	Associate Professor of Criminal Justice
Dr. Jonathan Silberman	Chair, Economics and Finance
Dr. Lawrence Thomas	Chair, Public Administration

Summer 1987

Dr. Virginia Carruthers	Director, Master of Publication Design Program
Dr. Donna Hale	Assistant Professor of Criminal Justice
Dr. George Rawson	Assistant Professor of Public Administration
Dr. Thomas Jacklin	Assistant Professor of History and Philosophy
Dr. Lawrence Markert	Dean
Dr. William Wagman	Professor of Psychology

Fall 1987

Dr. James Watson	
Dr. Ralph Jones	Associate Professor of Recreation and Leisure
Dr. Lawrence Downey	Associate Professor of Government and Public Administration
Dr. Joan Henley	Assistant Professor of English and Communications Design
Dr. William Wagman	Professor of Psychology
Dr. Peter Fitz	Assistant Professor of English and Communications Design
Dr. Richard Cuba	Professor of Management
Dr. Alfred Guy	Chair of History and Philosophy

Spring 1988

Dr. Virginia Carruthers	Director, Master of Publication Design Program
Dr. Donna Hale	Assistant Professor of Criminal Justice
Dr. Charles Walton	Associate Professor of Information and Quantitative Studies
Dr. Joan Henley	Assistant Professor of English and Communications Design

Dr. Willam Wagman	Professor of Psychology
Dr. Peter Fitz	Assistant Professor of English and Communications Design
Dr. George Lassen	Professor of Psychology
Dr. Arthur Berkeley	Assistant Professor of Management

Fall 1988

Dr. Randall Beirne	Professor of Sociology
Dr. John Gurecki	Adjunct, Management
Dr. John Mayfield	Assistant Professor of History and Philosophy
Dr. Dennis McGrath	Assistant Professor of Government and Public Administration
Dr. Richard Swaim	Associate Professor of Government and Public Administration
Dr. Henry Topper	Adjunct, Sociology

Appendix 3

UNIVERSITY OF BALTIMORE

Humanities and the Professions

Seminar Leaders

Robert Szulkin	Chair, Department of Germanic & Slavic Languages, Brandeis University
Sanford Lottor	Director of Continuing Studies, Brandeis University
Joan Henley	English and Communications Design, Assistant Professor, University of Baltimore
Clifford Thies	Economics and Finance, Assistant Professor, University of Baltimore

Co-directors: "The Humanities and the Professions: The University of Baltimore Model"

Jonathan Silberman	Chair, Economics and Finance Department
Richard Swaim	Acting Dean, College of Liberal Arts
Lawrence W. Markert	English and Communications Design, Associate Professor

Participants

D. Randall Beirne	Professor of Sociology
Richard C. Cuba	Professor of Management
David Dianich	Professor of Information & Quantitative Studies
Deborah Ford	Assistant Professor of Economics and Finance
Catherine R. Gira	Provost
Lou Luchsinger	Associate Provost
John Mayfield	Assistant Professor of History
Dennis McGrath	Assistant Professor of Government & Public Administration
Thomas Mitchell	Assistant Professor of Psychology
Carol M Peirce	Chair, English and Communications Design
Peggy Potthast	Assistant Professor of Mathematics
S. Lee Richardson, Jr.	Professor of Marketing
Gail Young	Associate Professor of Accounting

First Day--Wednesday, June 10th

4:00	Arrival at Wades Point Room assignments. We request that everyone settle in by this time.
5:30	Dinner in the Bay Room at Wades Point Inn
7:30	Film: King Lear

Second Day--Thursday, June 11th

8:00-9:00	Continental Breakfast Dining Room in the Main House
9:00-10:30	King Lear Led by: Robert Szulkin Bay Room
10:30-11:00	Coffee Break
11:00-12:30	The Secret Sharer Led by: Joan Henley Bay Room
12:30-1:30	Lunch Buffet in Dining Room
1:30-3:00	"Of This Time, Of That Place" Led by: Robert Szulkin Bay Room
	Break--enjoy the grounds and/or waterfront
7:00	Dinner reservations at the Crab Claw, a restaurant in St. Michaels

Third Day--Friday, June 12th

8:00-9:00	Continental Breakfast Dining Room
9:00-10:30	The Death of Ivan Ilyich Led by: Robert Szulkin Bay Room
10:30-12:00	"Shooting An Elephant" Led by: Clifford Thies Bay Room
12:00-1:00	Lunch Buffet in Dining Room
1:30	End of Conference

We are requesting that the faculty participants be out of rooms before the morning sessions on Friday. Betsy Feiler, the owner, needs to prepare the rooms for another group arriving that afternoon. You are welcome to stay and walk the grounds and/or enjoy the waterfront. However, everyone must be out of his/her room by 1:30 p.m.

By owner's request, no smoking in the bedrooms. Thank you.

UNIVERSITY OF BALTIMORE

Humanities and the Professions

Seminar Leaders

Robert Szulkin	Chair, Germanic and Slavic Languages, Brandeis University
Sanford Lottor	Director of Continuing Studies, Brandeis University
Mollie H. Bowers	Associate Professor of Management
John Mayfield	Assistant Professor of History

Co-directors: "The Humanities and the Professions: The University of Baltimore Model"

Lawrence W. Markert	Associate Professor of English and Communications Design
Jonathan Silberman	Chair, Economics and Finance

Participants

Veena Adlakha	Associate Professor of Management
Lawrence L. Downey	Associate of Government and Public Administration
Stephan M. Goldberg	Assistant Professor of Marketing
Alfred H. Guy, Jr.	Chair, History and Philosophy
Roxanne Johnson	Assistant Professor of Accounting
Elaine S. Loebner	Chair, Sociology
Lou Luchsinger	Associate Provost
Joel N. Morse	Associate Professor of Economics and Finance
Donald R. Paddy	Assistant Dean, Merrick School of Business
Dennis M. Pelletier	Dean of Student Services
William D. Wagman	Professor of Psychology
Charles Walton	Associate Professor of Information and Quantitative Studies
James Watson	Grants Administrator
John C. Wilson	Assistant Professor of English and Communications Design

FIPSE Conference
Coolfont, Berkeley Springs, WV
September 25 to 27, 1987

First Day--Friday, September 25th

5:00	Arrival at Coolfont
5:30	Dinner
7:00	Film: King Lear

Second Day--Saturday, September 26th

8:00-9:00	Breakfast
9:00-10:30	King Lear Led by: Robert Szulkin
10:30-11:00	Coffee Break
11:00-12:30	"Of This Time, Of That Place" Led by: John Mayfield
12:30-1:30	Lunch
1:30-3:00	The Death of Ivan Ilyich Led by: Robert Szulkin
	Break
5:30	Dinner

Third Day--Sunday, September 27th

8:00-8:45	Breakfast
8:45-10:15	Billy Budd Led by: Robert Szulkin
10:15-10:30	Coffee Break
10:30-11:45	"The Outstation" Led by: Mollie Bowers
12:00-1:00	Lunch
1:30	End of Conference

UNIVERSITY OF BALTIMORE

Humanities and the Professions

Seminar Leaders

Robert Szulkin	Chair, Germanic and Slavic Languages, Brandeis University
Sanford Lottor	Co-director of Humantities and the Professions Brandeis University
Alfred H. Guy	Chair, Philosophy/History
Ronald M. Stiff	Chair, Marketing

Co-directors: "The Humanities and the Professions: The University of Baltimore Model"

Lawrence W. Markert	Associate Professor of English and Communications Design
Jonathan Silberman	Chair, Economics and Finance

Participants

Kathleen J. Block	Assistant Professor, Criminal Justice
Virginia R. Carruthers	Assistant Professor, English and Communications Design
Richard J. Caston	Chair, Sociology
Lou Luchsinger	Associate Provost
Vincent P. Luchsinger	Professor, Management
Catherine R. Gira	Provost
Alfred E. Gross	Professor, Psychology
Clare MacDonald	Dean of Admissions
Donald Mulcahey	Professor, Philosophy
Marilyn Oblak	Assistant Professor, Information and Quantitative Studies
Katie Ryan	Director, Public Information
Bansi Sawhney	Associate Professor, Economics and Finance
Ruth Smith	Assistant Professor, Marketing
Barbara Stewart	Assistant Professor, Accounting

HUMANITIES AND THE PROFESSIONS

Seminar Schedule

First Day--Sunday, May 22

4:00	Arrive at Harbourtowne Resort Room assignments. We request that everyone settle in by this time.
5:30	Conference begins Supper in the Harbour Lodge
7:00	Conference Room Introduction to the seminar Film: King Lear

Second Day--Monday, May 23

8:00-9:00	Buffet breakfast in the restaurant.
9:00-10:30	King Lear Leader: Robert Szulkin Conference Room
10:30-11:00	Coffee Break
11:00-12:30	"The Outstation" Leader: Ron Stiff Conference Room
12:30-1:30	Lunch in restaurant.
1:30-3:00	"Sonny's Blues" Leader: Robert Szulkin Conference Room
	Break--enjoy the grounds and/or waterfront
7:00	Dinner: Lawn Party Crabfeast at Harbourtown Resort

Third day, Tuesday, May 24

8:00--9:00	Buffet breakfast in the restaurant.
9:00--10:30	"A Jury of Her Peers" Leader: Fred Guy Conference Room
10:30--11:00	Coffee break Reminder: must be out of rooms by 11 a.m.
11:00--12:30	Death of Ivan Ilyich Leader: Robert Szulkin Conference Room
12:30-1:30	Lunch in the restaurant.
1:30	Seminar ends.

****

On Tuesday, you must have your personal belongings out of the room by 11:00 a.m. Thank you.

Dress is casual.

UNIVERSITY OF BALTIMORE

Humanities and the Professions

Seminar Leaders

Robert Szulkin	Chair, Department of German and Slavic Languages, Brandeis University
Sanford Lottor	Director of Continuing Studies, Brandeis University
Thomas E. Mitchell, Jr.	Assistant Professor of Psychology, University of Baltimore
Ruth Smith	Assistant Professor of Marketing, University of Baltimore

Co-directors: "The Humanities and the Professions: The University of Baltimore Model".

Lawrence W. Markert	Acting Dean, College of Liberal Arts
Jonathan Silberman	Chair, Economics and Finance Department

Participants

Rodney G. Alsup	Associate Professor of Accounting
Irvin Brown	Associate Dean, College of Liberal Arts
Paul Michael Davis	Chair, Accounting Department
Catherine R. Gira	Provost
Arthur B. Kahn	Associate Professor of Information and Quantitative Studies
George Lassen	Professor of Psychology
Daniel W. Martin	Associate Professor and Director of Public Administration
Jerome Paige	American Council on Education Fellow
Carol Peirce	Chair, English Department
Charles A. Register	Assistant Professor of Economics
Jonathan L. Shorr	Associate Professor and Director of Corporate Communications
Becky Strang	Associate Director/Recruiting Coordinator, Career Development Center
Sydney V. Stern	Dean, School of Business
Anne T. Sulton	Assistant Professor and Director of Graduate Criminal Justice Program
Elizabeth S. Cooperman	Assistant Professor of Finance

Guest

Dale Parson, Coordinator for The Humanities Center, West Virginia College of Graduate Studies, WV

FIPSE Seminar,
Coolfont Resort
Berkeley Springs, WV
October 28 to 30, 1988

Seminar Schedule

Friday, October 28th

4:00 - 5:00	Arrival at Coolfont
5:30	Dinner
7:00	Film: King Lear

Saturday, October 29th

8:00 - 9:00	Breakfast
9:00 - 10:30	King Lear Led by: Robert Szulkin
10:30 - 11:00	Coffee Break
11:00 - 12:30	"The Outstation" Led by: Thomas Mitchell
12:30 - 1:30	Lunch
1:30 - 3:00	"Of This Time, Of That Place" Led by: Robert Szulkin
	Break
5:30	Dinner

Sunday, October 30th

8:00 - 9:00	Breakfast
9:00 - 10:30	"A Jury of Her Peers" Led by: Ruth Smith
10:30 - 11:00	Coffee Break
11:00 - 12:30	The Death of Ivan Ilyich Led by: Robert Szulkin
12:30 - 1:30	Lunch
1:30	End of Seminar

Appendix 4

FIPSE TEAM TEACHING WORKSHOP

Tuesday, April 28, 1987

Faculty Lounge

AGENDA

Introduction	2 - 2:15
Team Teaching--Round table	2:15 - 3:15
Evaluation--Round table	3:30 - 4:30
Summation	4:30 - 5:30

Co-directors: Jonathan Silberman
Richard Swaim

FIPSE TEAM TEACHING WORKSHOP

April 28, 1987
Faculty Lounge

Attendees: Thirteen faculty representing the sociology, political science, english, criminal justice, marketing, psychology, and information and quantitative sciences departments.

The discussion describing approaches to team teaching noted these issues:

Continuity is important. This means that regardless of the particular approach used by faculty in team teaching, i.e., passing the baton, both in the room always, alternating lectures, and so on, it is important to insure that there is some continuity in the progression of the course throughout the semester. This matter was raised by several of the participants. The discussion noted that all members of the "team" should be present in the classroom at all times.

Interaction between the faculty is important. This was also a common concern raised by the participants. This means that advanced work in the preparation of the class, exams and continued work by both faculty is necessary to insure that the course represents a coherent whole. The interaction between the faculty members in the classroom should demonstrate some attention to even participation by students and faculty. The "other" faculty member should not dominate students' discussion.

Recognizing that students are part of the team teaching experience was also listed as a concern. Heretofore, most team teaching experience by the faculty involved students from a single discipline or major. In previous team teaching experiences, where the students did represent various majors, the nature of the class was a small interdisciplinary seminar,

and usually an honors seminar. This was part of an issue raised by several faculty who noted that "we are asking a lot of these students." However, other comments suggested that team teaching may bring different perspectives to the subject and, in fact, may make the material more digestible because of the faculty being able to "de-mystify" the material. For example, the "other" faculty member can ask the basic questions and interpret the jargon with the vernacular or different jargon.

The size of the class was noted as a major variable influencing the team teaching experience. Large classes being inimical to team teaching.

Questions concerning "How a team taught course should function" started a more general discussion regarding the general education curriculum and suggested that team teaching and general education should be more inter-school. This was regarded as a marketing problem and a problem of how to spread the word. Both team teaching and the faculty seminars were cited as ways to do this though these alone would not be enough.

Dr. Baruch A. Brody

Conference Schedule

Sunday, February 28, 1988

Arrives Piedmont, flight #536, at 11:34 a.m.
Dr. Markert will meet you at the airport.

Reservation at Belvedere Hotel
Phone: (301) 332-1000

Monday, February 29, 1988

Breakfast: Belvedere Hotel. Dr. Markert will meet you for breakfast in the Howard Room (first floor) at 8:00 a.m.

Morning:

9:00 Meet in the University of Baltimore's Faculty Lounge
Academic Center, Second Floor, Room #252

9:30 First Workshop Session with Faculty members

12:30 Lunch--Poe's Public House

Afternoon

On your own to prepare for evening lecture.

Evening

6:00 to 6:45 Poe's Public House	Reception--guests include Board members: Hoffberger Center for Professional Ethics Schaefer Center Faculty members involved in the Upper Division Core Course Program H. Mebane Turner, President Dr. Catherine R. Gira, Provost
7:00	Lecture in Moot Court Room Topic: "Profit Motive in the Health Care Industry"
8:00	Conclusion

Dinner at the Brass Elephant Restaurant
Wayne Markert
Lou Luchsinger

Tuesday, March 1, 1988

Breakfast: Belvedere Hotel. Room service or restaurant on the first floor. Charge to your room number.

9:00 Meet in the Educational Foundation Board Room
Located at 1304 St. Paul Street

9:30 Second Workshop Session

12:30 Lunch in the Board Room

1:30 Conclusion

Afternoon free. You will need to arrange for transportation service through the Belvedere Hotel to return to the airport.

Return: Piedmont, flight #299, at 6:57 p.m.

****

Dr. Lawrence Markert
work phone: 625-3286
home phone: 467-5024

University of Baltimore

Yale Gordon
College of Liberal Arts
1420 N. Charles Street
Baltimore, Maryland 21201-5779
(301) 625-3294

MEMORANDUM TO: All Faculty
Robert G. Merrick School of Business
Yale Gordon College of Liberal Arts

FROM: Lawrence W. Markert, Chair
General Education Committee

DATE: February 15, 1988

SUBJECT: Brody Visit and Workshops

Part of Professor Baruch Brody's visit will involve several workshops, as well as a public lecture on Monday evening, February 29, 1988. I have set up the following schedule of workshops:

WORKSHOP ONE

Monday, February 29, 1988: 9:30-12:30
Location: Faculty Lounge
Lunch Provided at Poe's Following the Workshop.

Topic: **Inter-Disciplinary Teaching.**

Participants Identified Thus Far:

Virginia Carruthers, English Department
Richard Caston, Sociology Department
Dick Cuba, Management Department
Larry Downey, Government and Public Administration
Fred Guy, Philosophy Department
Wayne Markert, English Department
Tom Mitchell, Psychology Department
Carol Peirce, English Department
Jon Silberman, Economics Department
Gail Young, Accounting Department

WORKSHOP TWO

Tuesday, March 1, 1988: 9:30-12:30
Location: Board Room, Educational Foundation Building
Lunch Provided in Board Room following Workshop

Topic: **Business and Society: The Integration of Values**

Participants Identified Thus Far:

Randy Beirne, Sociology Department
Arthur Berkeley, Management Department
Derral Cheatwood, Criminal Justice Department
Al Gross, Psychology Department
Joan Henley, English Department
George Lassen, Psychology Department

Wayne Markert, English Department
Dennis McGrath, Government and Public Administration
Don Mulchaey, Philosophy Department
Lee Richardson, Marketing Department
Jon Shorr, Corporate Communication
Jon Silberman, Economics Department
William Wagman, Psychology Department

I want to encourage as many faculty as possible to attend these workshops so that we can have a good exchange of ideas in relation to the upper level core curriculum. Other names will be added as the day approaches. Please note that even though the second workshop will focus on Business and Society, we will address issues that relate to the curriculum as a whole.

Finally, let me remind you that Professor Brody will speak on Monday evening from 7:00 to 8:00 p.m. on "The Profit Motive in the Health Care Industry." If you have a class on Monday, please arrange for your students to attend. If you have classes on other evenings during the week, please encourage your students to attend, or build it into your class assignments.

Thanks for your help on all of these events.

Core Curriculum Spring Retreat

Government House

May 9, 1988

AGENDA

8:30 - 9:00 Coffee and Pastries

9:00 - 10:30 Plenary Session

Report on the lower level general education requirement
Discussion: lower level/upper level coordination

Preliminary Discussion: Coordination of upper level core
Questions: Common goals for courses (see attached list of goals for the core curriculum). Methods for insuring coordination.

10:30 - 11:00 Coffee Break

11:00 - 12:30 Group Meetings: Core Courses

Discussion Leaders and Groups:

D. Randall Beirne, World Cultures: Room to be Assigned
Donald Mulcahey, Business and Society: Room to be Assigned
Lawrence Downey, Modern City: Room to be Assigned
John Mayfield, Arts and Ideas: Room to be Assigned

Topics to be discussed:

Unifying the Core: How can we work with the other courses, reinforce what's being taught in other courses. Speculate! We will discuss what is being taught in the various courses later.

Content: Take this opportunity to discuss what is being done in the various sections of this course. Perhaps each person who has taught the course should spend some time discussing what he/she does in the course.

Resources for the Core: Spend some time talking about what resources you are using in your courses and what additional resources you need.

Be Prepared to Report to the Group After Lunch. We can use this time to inform faculty about the specifics of each course.

12:30 - 1:30 LUNCH (Gourmet Lunch Provided by Mortons)

1:30 - 2:30 Plenary Session: Reports

2:30 - 3:00 Break: Soft Drinks

3:00 - 4:00 Plenary Session

Report on Core Evaluation: Jon Silberman

4:00 - 5:00 Wrap Up Session

Discussion Topics:

Where do we go from here? What should the general education coordinator be working on next year? What's the relation between the major and the Core Curriculum? Do we look the current structure of the courses? Other questions

Appendix 5

NAME:

DEPARTMENT:

RANK:

YEARS OF EXPERIENCE:

TEAM TEACHING EXPERIENCE:

EVALUATION FOR THE TEAM TEACHING FACULTY

A. Were the following activities part of your team teaching experience?

Yes	No	
		1. Did each instructor determine what he/she wants the students to learn in that section of the course?
		2. Did you use any audio-visual and/or other instructional media? If so, what?
		3. Has a supplemental reading list been developed and been given to the students?
		4. Has each instructor determined how the students will be evaluated?
		5. Has each instructor determined how their instruction will be evaluated?
		6. Are the students given a list of objectives for the course?
		7. Does each instructor attend the course, whether or not they are teaching?

B. Would you say that the following were an advantage of your team teaching experience?

Yes	No	
		1. Developed in students' skills in critical thinking
		2. Developed in students' skills in oral and written expression
		3. Increase students' ability to integrate knowledge from two disciplines
		4. Developed in students' a humanistic perspective
		5. Developed your appreciation of another discipline
		6. Encouraged students to examine different values
		7. Improved you teaching abilities/methods
		8. Gained insight to be used in teaching courses within your discipline
		9. Gained insight to be used in your research
		10. Interaction/special projects which occurred in the classroom that would not take place except for team teaching
		11. The students benefitted from team teaching

C. Would you say that the following were a limitation of your team teaching experience?

Yes	No	
		1. Lack of understanding and committment
		2. Rigidity of structure
		3. Demands on faculty time
		4. Problems of scheduling
		5. Resistance to change
		6. Necessity for pre-planning
		7. Difficulty in maintaining a balance between unity and diversity
		8. Difficulty in organizing the course
		9. Lack of available research
		10. Demands of multiplicity of faculty roles

Instructor _____

Course _____

Team taught with _____

TEAM TEACHING EVALUATION

Have you team taught before?

Describe the approach you are using in team teaching? (for example, syllabus development, presence in classroom, grading, and so forth)

If anything, what do you dislike about team teaching?

If anything, what do you like about team teaching?

How should a team taught course work/function?

Would you do anything differently?

--in terms of team teaching?

--in terms of the core course?

NAME:

DEPARTMENT:

RANK:

YEARS OF EXPERIENCE:

TEAM TEACHING EXPERIENCE:

EVALUATION FOR THE TEAM TEACHING FACULTY

A. Were the following activities part of your team teaching experience?

Yes	No	
18		1. Did each instructor determine what he/she wants the students to learn in that section of the course?
15	3	2. Did you use any audio-visual and/or other instructional media? If so, what?
8	10	3. Has a supplemental reading list been developed and been given to the students?
17	1	4. Has each instructor determined how the students will be evaluated?
5	12	5. Has each instructor determined how their instruction will be evaluated?
13	3	6. Are the students given a list of objectives for the course?
15	3	7. Does each instructor attend the course, whether or not they are teaching?

B. Would you say that the following were an advantage of your team teaching experience?

Yes	No	
14	2	1. Developed in students' skills in critical thinking
12	4	2. Developed in students' skills in oral and written expression
15	2	3. Increase students' ability to integrate knowledge from two disciplines
13		4. Developed in students' a humanistic perspective
14	3	5. Developed your appreciation of another discipline
17	1	6. Encouraged students to examine different values
13	4	7. Improved you teaching abilities/methods
13	4	8. Gained insight to be used in teaching courses within your discipline
9	8	9. Gained insight to be used in your research
11	6	10. Interaction/special projects which occurred in the classroom that would not take place except for team teaching
11	2	11. The students benefitted from team teaching

C. Would you say that the following were a limitation of your team teaching experience?

Yes	No	
4	13	1. Lack of understanding and committment
4	12	2. Rigidity of structure
13	5	3. Demands on faculty time
3	14	4. Problems of scheduling
5	12	5. Resistance to change
11	6	6. Necessity for pre-planning
5	10	7. Difficulty in maintaining a balance between unity and diversity
5	13	8. Difficulty in organizing the course
10	7	9. Lack of available research
7	9	10. Demands of multiplicity of faculty roles

Instructor _____

Course _____

Team taught with _____

TEAM TEACHING EVALUATION

Have you team taught before?

Describe the approach you are using in team teaching? (for example, syllabus development, presence in classroom, grading, and so forth)

If anything, what do you dislike about team teaching?

If anything, what do you like about team teaching?

How should a team taught course work/function?

Would you do anything differently?

--in terms of team teaching?

--in terms of the core course?

Appendix 6

HUMANITIES AND THE PROFESSIONS: WADES POINT

Program Evaluation

Dear _____:

Your evaluation of and comments about this humanities program are essential components of our assessment of its success. Thoughtfully respond to the following questions in a frank and thorough manner. We especially appreciate your taking the time to include your personal reflection and assessment in the "Comments" section at the end.

Jonathan Silberman -- Richard Swaim
Co-project Directors
FIPSE Grant

PART 1: Program Objectives

1. Encourage participant discussion of professional conflicts as they relate to the literary characters and conflicts in the selected works.

2. Encourage the exchange of ideas and perceptions on moral issues.

3. Create ideas for enriching the experience of students in the classroom.

4. Foster a greater understanding of the relevance of the humanities to the professions.

5. Create interaction among liberal arts and business faculty.

Circle the number which most closely corresponds to your rating in each category.

1. To what degree was objective '1' attained?

1	2	3	4	5	6	7
not at all						to a high degree

2. To what degree was objective '2' attained?

1	2	3	4	5	6	7
not at all						to a high degree

3. To what degree was objective '3' attained?

1	2	3	4	5	6	7
not at all						to a high degree

4. To what degree was objective '4' attained?

1	2	3	4	5	6	7
not at all						to a high degree

5. To what degree was objective '5' attained?

1	2	3	4	5	6	7
not at all						to a high degree

6. How did the discussion format contribute to meeting the objectives:

1	2	3	4	5	6	7
not at all						to a high degree

7. How did the group facilitator's skill contribute to meeting the objectives?

a. Sandy Lottor

1	2	3	4	5	6	7
not at all						to a high degree

b. Bob Szulkin

1	2	3	4	5	6	7
not at all						to a high degree

8. How well did the literary work assist in encouraging discussion?

a. King Lear — 1 2 3 4 5 6 7 (not at all — to a high degree)

b. The Death of Ivan Illyich — 1 2 3 4 5 6 7 (not at all — to a high degree)

c. The Secret Sharer — 1 2 3 4 5 6 7 (not at all — to a high degree)

d. "Shooting An Elephant" — 1 2 3 4 5 6 7 (not at all — to a high degree)

e. "Of This Time Of That Place" — 1 2 3 4 5 6 7 (not at all — to a high degree)

9. How well did the conference site (accommodations, location, atmosphere) contribute to meeting the objectives?

1 2 3 4 5 6 7
not at all — to a high degree

10. Do you believe that the program design was an effective means of eliciting your feelings, reactions, and personal experiences dealing with your role as a professor?

1 2 3 4 5 6 7
not at all — to a high degree

11. Would you recommend this program to:

a. Other UB professors? _____ YES _____ NO

b. Other university personnel? _____ YES _____ NO

(Please specify group(s) and state why.) _____

_____

_____

_____

12. Do you feel that future programs should include both faculty and administrators?

YES _____ NO _____

Explain: _____

_____

_____

PART 2: Comments

1. How would you improve the program (design, facilitators, other participants, works used, location, etc.)?

_____

_____

_____

_____

_____

_____

2. In what ways did this program meet, exceed, or fall short of your personal expectations?

_____

_____

_____

_____

_____

3. Do you feel any differently about your role as a professor or administrator after participating in this program? If so, how?

4. If you are a faculty member, do you think that this experience will affect your teaching? YES ____ NO ____
If yes, in what ways?

5. Is there anything else you would like to tell us?

THANK YOU
Co-project Directors
FIPSE Grant

HUMANITIES AND THE PROFESSIONS: COOLFONT

September 25 - 27, 1987

Program Evaluation

Dear _____:

Your evaluation of and comments about this humanities program are essential components of our assessment of its success. Thoughtfully respond to the following questions in a frank and thorough manner. We especially appreciate your taking the time to include your personal reflection and assessment in the "Comments" section at the end.

Jonathan Silberman -- Wayne Markert
Co-project Directors
FIPSE Grant

PART 1: Program Objectives

1. Encourage participant discussion of professional conflicts as they relate to the literary characters and conflicts in the selected works.

2. Encourage the exchange of ideas and perceptions on moral issues.

3. Create ideas for enriching the experience of students in the classroom.

4. Foster a greater understanding of the relevance of the humanities to the professions.

5. Create interaction among liberal arts and business faculty.

Circle the number which most closely corresponds to your rating in each category.

1. To what degree was objective '1' attained?

1	2	3	4	5	6	7
		3	4	12	17	15

not at all — to a high degree

2. To what degree was objective '2' attained?

1	2	3	4	5	6	7
	1	1	8	17	17	12

not at all — to a high degree

3. To what degree was objective '3' attained?

1	2	3	4	5	6	7
1	3	12	17	8	10	6

not at all — to a high degree

4. To what degree was objective '4' attained?

1	2	3	4	5	6	7
1	3		5	11	18	16

not at all — to a high degree

5. To what degree was objective '5' attained?

1	2	3	4	5	6	7
		1	1	5	16	33

not at all — to a high degree

6. How did the discussion format contribute to meeting the objectives:

1	2	3	4	5	6	7
		1	5	15	22	11

not at all — to a high degree

7. How did the group facilitator's skill contribute to meeting the objectives?

a. Sandy Lottor

1	2	3	4	5	6	7
	1	5	8	10	19	14

not at all — to a high degree

b. Bob Szulkin

1	2	3	4	5	6	7
	2	3	5	9	21	17

not at all — to a high degree

8. How well did the literary work assist in encouraging discussion?

a. King Lear

1	2	3	4	5	6	7
	2	4	11	15	14	11

not at all — to a high degree

b. The Death of Ivan Illyich

1	2	3	4	5	6	7
	3	2	10	15	16	10

not at all — to a high degree

c. Billy Budd

1	2	3	4	5	6	7

not at all — to a high degree

d. "The Outstation"

1	2	3	4	5	6	7

not at all — to a high degree

e. "Of This Time Of That Place"

1	2	3	4	5	6	7

not at all — to a high degree

9. How well did the conference site (accommodations, location, atmosphere) contribute to meeting the objectives?

1	2	3	4	5	6	7
1		1	2	3	19	26

not at all — to a high degree

10. Do you believe that the program design was an effective means of eliciting your feelings, reactions, and personal experiences dealing with your role as a professor?

1	2	3	4	5	6	7
		2	7	15	16	16

not at all — to a high degree

11. Would you recommend this program to:

a. Other UB professors? 56 YES ____ NO

b. Other university personnel? 55 YES 2 NO

(Please specify group(s) and state why.) _____

_____

_____

_____

12. Do you feel that future programs should include both faculty and administrators? 45 YES 10 NO

Explain: _____

_____

_____

PART 2: Comments

1. How would you improve the program (design, facilitators, other participants, works used, location, etc.)?

_____

_____

_____

_____

_____

_____

2. In what ways did this program meet, exceed, or fall short of your personal expectations?

_____

_____

_____

_____

_____

3. Do you feel any differently about your role as a professor or administrator after participating in this program? If so, how?

4. If you are a faculty member, do you think that this experience will affect your teaching? YES ____ NO ____
If yes, in what ways?

5. Is there anything else you would like to tell us?

THANK YOU
Co-project Directors
FIPSE Grant

Appendix 7

STUDEN AUTCOME SURVEY

Listed below are fourteen educational outcomes that may be important for undergraduate students preparing for professional careers in several fields. Educators in different fields place different emphases upon them.

1. As a student, how much emphasis do you believe ideally should be placed on each outcome below during the undergraduate program in your professional field? Or, phrased another way, how important is it that you possess each competence or quality described in the list below when you accept your first professional position?

2. How much emphasis do you believe each outcome actually receives at the University of Baltimore.

Using a scale of 1 (no emphasis) to 7 (heavy emphasis), please circle a number on the appropriate scale provided for each item below to show the amount of emphasis you feel the outcome:

- Should receive (**IDEAL**) in an undergraduate program.
- Currently does receive (**OUR PROGRAM**) at the University of Baltimore.

		EMPHASIS ON OUTCOME						
1. The graduate should be able to use written and oral communication effectively.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
2. The graduate should understand the social, environmental, economic, and cultural setting in which business is practiced.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
3. The graduate should be able to integrate knowledge from a variety of disciplines.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
4. The graduate should know and apply ethical principles in both in his/her personal life and professional life.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7

		EMPHASIS ON OUTCOME						
5. The graduate should demonstrate the abiltiy to anticipate and adapt to changes in society and technology that are important to the profession.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
6. The graduate should have developed an identification with a professional role.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
7. The graduate should have a broad humanistic perspective.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
8. The graduate should be willing to cooperate with or participate in research or other scholarly activities that improve professional practice.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
9. The graduate should actively seek opportunities to update professional knowledge.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
10. The graduate should understand at least one contemporary culture other than their own.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
11. The graduate should understand the role which humanistic values and perspectives have played in shaping social, political, and economic policies of our nation and our cities.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
12. The graduate should understand the global setting in which business is practiced.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7

		EMPHASIS ON OUTCOME						
13. The graduate should be able to integrate theory and practice, that is, select the knowledge and skills applicable to a particular professional work setting or problem.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
14. The graduate should understand and appreciate the role that philosophy and the arts (literature, music, painting, sculpture, and architecture) play as an expression of universal themes and ideas.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7

* *

DEMOGRAPHIC CHARACTERISTICS

1. What is your major? _____

2. What is your GPA? _____

3. How many semesters have you attended the University of Baltimore? _____

4. Are you a full-time or part-time student? _____

5. What is your current employment status?

   Employed full-time _____
   Employed part-time _____
   Not employed _____

6. What is your marital status?

   Single _____
   Married _____
   Divorced/Widowed _____

7. What is your gender?

   Female _____
   Male _____

8. What is your age? _____

STUDENT OUTCOME SURVEY

Listed below are fourteen educational outcomes that may be important for students preparing for professional careers in several fields. Educators in different fields place different emphases upon them.

1. As a student, how much emphasis do you believe <u>ideally</u> should be placed on each outcome below during the udergraduate program in your professional field? Or, phrased another way, how important is it that you possess each competence or quality described in the list below when you accept your first professional position?

2. How much emphasis do you believe each outcome <u>actually received</u> at the University of Baltimore.

Using a scale of 1 (no emphasis) to 7 (heavy emphasis), please circle a number on the appropriate scale provided for each item below to show the amount of emphasis you feel the outcome:

- Should receive (**IDEAL**) in an undergraduate program.
- Currently does receive (**OUR PROGRAM**) at the University of Baltimore.

		EMPHASIS ON OUTCOME						
1. The graduate should be able to use written and oral communication effectively.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
2. The graduate should understand the social, environmental, economic, and cultural setting in which various professions are practiced.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
3. The graduate should be able to integrate knowledge from a variety of disciplines.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
4. The graduate should know and apply ethical principles in both in his/her personal life and professional life.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
5. The graduate should demonstrate the ability to anticipate and adapt to changes in society and technology that are important to the profession.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7

EMPHASIS ON OUTCOME

6. The graduate should have developed an identification with a professional role.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
7. The graduate should have a broad humanistic perspective.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
8. The graduate should be willing to cooperate with or participate in research or other scholarly activities that improve professional practice.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
9. The graduate should actively seek opportunities to update professional knowledge.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
10. The graduate should understand at least one contemporary culture other than their own.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
11. The graduate should understand the role which humanistic values and perspectives have played in shaping social, political, and economic policies of our nation and our cities.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
12. The graduate should understand the global setting in which various professions are practiced.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
13. The graduate should be able to integrate theory and practice, that is, select the knowledge and skills applicable to a particular professional work setting or problem.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
14. The graduate should understand and appreciate the role that philosophy and the arts (literature, music, painting, sculpture, and architecture) play as an expression of universal themes and ideas.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7

DEMOGRAPHIC CHARACTERISTICS

1. What is your major? _____

2. What is your GPA? _____

3. How many semesters have you attended the University of Baltimore? _____

4. Are you a full-time or part-time student? _____

5. What is your current employment status?

   Employed full-time 1

   Employed part-time 2

   Not employed 3

6. What is your marital status?

   Single 1

   Married 2

   Divorced/Widowed 3

7. What is your gender?

   Female 1

   Male 2

8. What is your age? _____

9. Have you taken the following courses?

Modern City	Yes 1	No 2
Arts and Ideas	Yes 1	No 2
World Cultures	Yes 1	No 2
Business and Society	Yes 1	No 2
Ideas and Writing	Yes 1	No 2

1987 Student Survey
Control Group

Question # and Description	Ideally Should Receive		Does Receive	
	FGMSB	YGCLA	FGMSB	YGCLA
1 -Communicate Effectively	6.4493	6.8101*	4.8261	5.2785*
2 -Understnd. Soc. Setting	5.8043	5.7822	4.7754*	4.2895
3 -Integrate Knowledge	5.9103	6.1772	5.0000	5.0759
4 -Apply Ethical Principles	5.7826	6.2765*	4.4618	4.9747*
5 -Adapt to Changes	6.0725	6.1538	4.7536	4.8205
6 -Identify w/Profession	5.6642	5.6456	4.7060	4.6456
7 -Broad Human. Perspective	5.1533	5.8718*	4.2701	5.1410*
8 -Participate in Research	5.1812	5.7975*	4.2174	4.6076
9 -Update Knowledge	6.0584	6.3418*	4.8456	5.1392*
10-Understnd. Another Culture	4.7174	5.1532*	3.2246	3.7089*
11-Understnd. Human. Values	5.1971	5.7179*	4.1087	4.6282*
12-Understnd. Global Setting	5.6957*	5.1139	4.4493*	3.8734
13-Integrate Theory & Practice	6.1391	6.3418	5.0145	5.1266
14-Appreciate Art & Philosophy	4.6304	5.6203*	3.1898	4.6456*

* Statistical different mean at the 5 percent level or better.

1987 Student Survey
RGMSB Comparisons
(Control Group)

Question # and Description	(1) Ideally Should Receive	(2) Does Receive	(1)-(2) Difference[1]
1 -Communicate Effectively	6.4493	4.8261	1.6232
2 -Understnd. Soc. Setting	5.8043	4.7754	1.0289
3 -Integrate Knowledge	5.9203	5.0000	0.9203
4 -Apply Ethical Principles	6.7826	4.4818	1.3008
5 -Adapt to Changes	6.0725	4.7536	1.3189
6 -Identify w/Profession	5.8642	4.7080	0.9562
7 -Broad Human. Perspective	5.1533	4.2701	0.8832
8 -Participate in Research	5.1812	4.2174	0.9638
9 -Update Knowledge	6.0584	4.8456	0.2834
10-Understnd. Another Culture	4.7174	3.2246	1.4928
11-Understnd. Human. Values	5.1971	4.1387	1.0584
12-Understnd. Global Setting	5.6957	4.4493	1.2464
13-Integrate Theory & Prac.	6.2391	5.0145	1.2246
14-Appreciate Art & Phil.	4.8594	3.1898	1.4696

1/ All differences are statistically significant at the 1 percent level or better. Sample size is 138.

1987 Student Survey
YGCLA Comparisons
(Control Group)

Question # and Description	(1) Ideally Should Receive	(2) Does Receive	(1)-(2) Difference[1]
1 -Communicate Effectively	6.8101	5.2785	1.5316
2 -Understnd. Soc. Setting	5.7922	4.2895	1.5027
3 -Integrate Knowledge	6.1772	5.0759	1.1013
4 -Apply Ethical Principles	6.2785	4.9747	1.3038
5 -Adapt to Changes	6.1538	4.8205	1.3333
6 -Identify w/Profession	5.6456	4.6456	1.0000
7 -Broad Human. Perspective	5.8718	5.1410	0.7308
8 -Participate in Research	5.7975	4.6076	1.1899
9 -Update Knowledge	6.3418	5.1392	1.2026
10-Understnd. Another Culture	5.2532	3.7089	1.5443
11-Understnd. Human Values	5.7179	4.6282	1.0897
12-Understnd. Global Setting	5.1139	3.8734	1.2405
13-Integrate Theory/Practice	6.3418	5.1266	1.2152
14-Appreciate Art/Philosophy	5.6203	4.6456	0.9747

1/ All differences are statistically significant at the 1 percent level or better. Sample size is 79.

THE EFFECT OF THE CORE CURRICULUM ON
STUDENT PERCEPTION OF EDUCATION OUTCOMES

Question # and Description	Ideally Should Receive		Does Receive	
	Control	Treatment	Control	Treatment
1 -Communicate Effectively	6.4537	6.2826	4.8829	5.2826*
2 -Understnd. Soc. Setting	5.7255	5.8478	4.7010	4.9130
3 -Integrate Knowledge	5.8683	5.9348	4.9707	5.1739
4 -Apply Ethical Principles	5.7864	5.8108	4.4762	4.9029*
5 -Adapt to Changes	6.0735	6.1304	4.8000	4.8043
6 -Identify w/Profession	5.5961	5.7778	4.8275	4.8444
7 -Broad Human. Perspective	5.1542	4.9783	4.2426	4.3696
8 -Participate in Research	5.2206	5.3478	4.1961	4.5435
9 -Update Knowledge	5.9951	6.1087	4.8079	5.1333
10-Understnd. Another Culture	4.6912	4.8696	3.3480	4.6739*
11-Understnd. Human. Values	5.0980	5.0652	4.1765	4.3652*
12-Understnd. Global Setting	5.4732	5.1522	4.3073	4.3043
13-Integrate Theory & Prac.	6.2049	6.0870	4.9415	5.0652
14-Appreciate Art & Phil.	4.5171	4.0652	3.2010	3.7391*

---

* Statistically significant at the 5 percent level or better. Treatment group sample size is 46 [all from RGMSB1].

Appendix 8

GEORGETOWN UNIVERSITY

School of Business Administration

28 July 1987

Dr. Jonathan Silberman
Professor and Chairman
Department of Economics and Finance
University of Baltimore
Baltimore, Maryland 21201

Dear Dr. Silberman:

Congratulations on being selected as a Runner Up for the 1986-87 Exxon Award. I am very interested in learning more about your award winning proposal to integrate liberal arts and business. Would you be willing to send me a copy of the Nomination Outline Forum which you submitted to the Exxon Awards Committee? I would be more than willing to pay for any postage or copying costs.

Please send your proposal to:

William B. Gartner
School of Business Administration
Old North Building
Georgetown University
Washington, D. C. 20057

Thank you for your help.

Best Regards,

William B. Gartner

William B. Gartner, Ph.D
Assistant Professor

WBG:jtw

Washington DC 20057

AACSB AMERICAN ASSEMBLY OF COLLEGIATE SCHOOLS OF BUSINESS
605 Old Ballas Road Suite 220 St. Louis, Missouri 63141 (314) 872-8481

April 2, 1987

Sydney V. Stern, Dean
Robert G. Merrick School of Business
University of Baltimore
Baltimore, Maryland 21201

Jonathan Silberman, Ph.D
Prof. and Chairman Dept. of Economics
and Finance
University of Baltimore
Baltimore, Maryland 21201

Dear Dean Stern and Prof. Silberman:

Although your school was not named recently as a winner of the Exxon Award for innovation in management education, the selection committee has nominated your school as a runner-up for the award.

The strength of your proposal was such that the committee asked us to commend you for your efforts. Furthermore, AACSB is developing plans to disseminate more widely the proposal ideas that you and other schools submitted.

We would appreciate your ideas regarding the most effective means of disseminating your curriculum models.

Please write or call me at your earliest convenience.

Sincerely yours,

Jacqueline V. Crawford

Jacqueline V. Crawford
Assistant Director of Public Policy

cc: Exxon Awards Selection Committee
Scott Miller, Program Officer,
Exxon Education Foundation
Tom Bausch, Liberal Arts Task Force
AACSB
Max McCreery, Mainstream Access, Inc

JVC/ac0236A-43

University of Baltimore

Economics & Finance
1420 N. Charles Street
Baltimore, Maryland 21201-5779
(301) 625-3303

April 10, 1987

Jacqueline V. Crawford
Assistant Director of Public Policy
AACSB
605 Old Ballas Road-Suite 220
St. Louis, Missouri 63141

Dear Ms. Crawford:

Thank you for your letter of April 2 asking for my ideas about dissemination of the proposals submitted for the Exxon Award. As we discussed on the telephone, I am interested in a compendium that includes an abstract of each proposal.

I am willing to participate in a special conference or a session at the next annual meeting discussing the infusion of liberal arts learning into the business curriculum. I will be able to discuss and provide information on: a description of our program; detailed course syllabi; and an evaluation of our efforts. The evaluation will include input from students, faculty, and outside experts. It is likely that I will be making a presentation on our program at the FIPSE project directors meeting in December.

If I can be of any further assistance, please call me at (301) 625-3065.

Sincerely,

Jonathan Silberman, Ph.D.
Professor and Chairman
Department of Economics and Finance

Alger to a recent work by John Up-
. In addition, Alan Ginsberg, one of America's most famous living poets, will present the business and economic themes of his poetry during one of the semester's classes.

Each three-hour class will begin with a lecture by Lewis Mandell, a business professor, who will outline the economic and business conditions that formed a setting for the literary work. The second part of the class will be devoted to a critical analysis led by Michael Meyer, a literature professor in the English department. The final third of the class will consist of discussions between the professors and the students.

Another Exxon prize, awarded to the University of Nebraska at Omaha, will help fund "The Arts and the Executive," a new course designed to provide MBA students with an understanding of the management issues within arts organizations in the community. The course, developed by professors David M. Ambrose and David L. Shrader, will sensitize
lents to the following managerial dimensions: 1) direct positive decision making within corporate organizations that will be supportive of the cultural environment; 2) assure that support and responsiveness of corporate resources are directed toward maintenance and expansion of the arts; 3) provide personal leadership and support to arts organizations through membership on boards of directors; and 4) build dimensions into their personal lives that will enable them to develop an awareness of the arts, thus becoming well-informed arts consumers.

Dow Jones Award. Offered again in 1988 will be the Dow Jones Award for distinguished service and outstanding contributions to management education. Nominees for the award need not be affiliated with an AACSB member or any other educational organization but should have made significant contributions in the fields of research and scholarship, curriculum development and design, world applications or administrative activity. A prize of $10,000 for student financial aid is presented to an AACSB member school designated by the award recipient.

University of Southern California professor Warren Bennis was named recipient of the 1987 award. As a faculty member at USC, he has authored or co-authored 15 books, including *Changing Organizations, The Unconscious Conspiracy: Why Leaders Can't Lead, Temporary Society* and *Leaders: Strategies for Taking Charge,* which was co-authored with USC faculty member Burt Nanus.

Bennis has held a variety of positions at several leading institutions. For 15 years he was on the faculty at the Massachusetts Institute of Technology's Alfred P. Sloan School of Management and has held various positions at other schools including Harvard, the State University of New York at Buffalo and the University of California. From 1971 to 1977 he was president of the University of Cincinnati.

As a faculty member and administrator, Bennis has been a pioneer in the process of change in organizations and, most recently, in research on identifying the characteristics of leadership and leaders of organizations.

Bennis is a member of numerous major corporate and civic boards and holds degrees from Antioch College, the London School of Economics and the Massachusetts Institute of Technology.

Other recent award recipients have included management author and consultant Peter F. Drucker of the Claremont Graduate School;

Proposals submitted by several other schools were cited by the Exxon Awards selection committee as runners-up for their innovative potential. They included:

University of Baltimore, Professor Jonathan Silberman. The outcomes and an assessment of the development and implementation process of Baltimore's innovative upper division core curriculum would be completed. This curriculum emphasizes liberal arts learning in the business program.

Clarkson University, Associate Professor Jan Wojcik. A multidimensional seminar in which students examine classical and new ideas about business through study, discussion and exchange with special visitors including business professionals, academics and other off-campus visitors.

Cornell University, Professor Robert Smiley. Through a course, "The External Environment of Business," students will study domestic and international regulation and deregulation issues. Focus would be on the political, legal, historical and economic factors surrounding these issues.

University of Denver, Associate Professor Charles Cortese. Through the proposed course, "Commercial Civilization," business and liberal arts students would examine the political, social, religious and economic ideas and values that form modern commercial civilization. Through study with faculty from the history, business, economics, political science, sociology and religion departments, students would conclude the course with an innovative "history of the future," in which they project economic trends.

University of Southern California, Professor Richard Eastin. A series of symposia addressing current business issues would be developed and presented by pairs of faculty members from the business and liberal arts faculty. These position papers and discussions on topics such as insider trading, the concept of progress or the evolution of markets would be the basis of a general education course for pre-business and liberal arts students in their freshman year.

Wake Forest University, Assistant Professor Lance Kurke. Through a course using non-fiction classics, the Wake Forest proposal sought to teach business school students about managing and strategy.

Whittier College, Associate Professor Linda McCallister. Through the development of five, paired interdisciplinary courses, students would examine the connections between the disciplines. The goal of the program is to develop leaders with broad, problem-solving perspectives.

University of Wisconsin-Whitewater, Assistant Professor James Winship. Through the use of paired courses in the liberal arts and business schools, students would have an opportunity to explore the different ways in which individual disciplines form questions, develop and test hypotheses, investigate materials and reach conclusions on a common base of knowledge, and to learn that knowledge generated by one discipline can enhance and clarify knowledge generated by another. These paired courses would include "Administrative Policy-Public Policy Analysis" and "Business Finance-American Literature."

Yale Gordon College of Liberal Arts
Office of the Dean
(301) 625-3294

University of Baltimore
1420 North Charles Street
Baltimore, Maryland 21201-5779

June 22, 1987

Ms. Betty Millin
Research Assistant
University of Lowell
One University Avenue
Lowell, Massachusetts 01854

Dear Ms. Millin:

Enclosed is some information regarding our efforts to infuse the liberal arts in the professional and pre-professional programs at the University of Baltimore. I have enclosed a copy of the Task Force report which started it all as well as a copy of our grant application "The Humanities and the Professions: The University of Baltimore Model." Grant support has been very helpful. In addition to the FIPSE support, we have also received a NEH Planning Grant which enabled us to develop the upper division general education core courses. Since that time, we have also received a NEH Challenge Grant to bolster our efforts by providing support for endowed chairs in the humanities, humanities texts for the library and continued support for faculty development seminars.

Our curriculum reform borrowed a great deal from the Brooklyn College experience. To help us along, faculty and deans from the College traveled to Brooklyn College and Ethyl Wolfe, Provost at Brooklyn, visited with us. We have had strong guidance and support from our Provost, Catherine Gira, as well as key participation by the faculties and deans of the liberal arts college and the business school.

I hope the enclosed information will help. If you have any questions or need additional information, please call Jon Silberman, Co-director of the FIPSE project or Wayne Markert, who will be taking my place as the other Co-director. I begin a sabbatical year on July 1.

Cordially,

Richard Swaim

Richard Swaim
Acting Dean

Co-director
The Humanities and the Professions:
The University of Baltimore Model

Enclosures

cc: Jon Silberman
Wayne Markert

The Commonwealth of Massachusetts
University of Lowell
One University Avenue
Lowell, Massachusetts 01854

OFFICE OF THE PRESIDENT

President's Council for
Implementation

JUN 10 1987

June 9, 1987

Wayne / Jon

Mr. Richard Swaim
Mr. Jon Silberman
University of Baltimore
1420 North Charles Street
Baltimore, MD 21201

Dear Mr. Swaim and Silberman:

The University of Lowell is in the process of studying core curricula and innovative courses in order to design a well integrated program for University of Lowell students in the professional colleges as well as those in the arts and science programs.

The work that you have been doing at the University of Baltimore developing liberal arts content within professional education programs would be of interest to the core curriculum committee here at the University of Lowell. Any information that you could send us about your program would be most appreciated.

Thank you.

Sincerely,

Betty Millin

Betty Millin
Research Assistant

BM/kv

University of Baltimore

Yale Gordon
College of Liberal Arts
Office of the Dean

1420 N. Charles Street
Baltimore, Maryland 21201-5779
(301) 625-3294

February 12, 1987

Dr. Arnold Good
Division of Graduate and
Continuing Education
Framingham State College
Framingham, Massachusetts 01701

Dear Dr. Good:

Enclosed is the information regarding our general education curriculum. The Task Force report describes the rationale and process leading to the development of the curriculum. I have also enclosed the grant proposal sent to the Fund for the Improvement of Postsecondary Education (FIPSE). We are currently administering the FIPSE grant which supports the goals of the core course curriculum. The report and grant describe some of the factors shaping the University's success in developing a good general education curriculum.

I hope you receive this information in time for your workshop. If you have any questions, don't hesitate to call me (301) 625-3297.

Cordially,

Richard Swaim

Richard Swaim
Acting Dean

cc: J. Silberman
Enclosures
RS/csm

a Key element has been
the unequivocal support
of the Provost, Catherine Civa.

DIVISION OF GRADUATE AND CONTINUING EDUCATION

Framingham State College
Framingham, Mass. 01701

DR. JOSEPH R. PALLADINO, DEAN

January 30, 1987

Mr. Jon Silverman
University of Baltimore
1420 North Charles Street
Baltimore, MD 21201

Dear Mr. Silverman:

Framingham State College is currently undergoing a study of the "general education" component of its curriculum. We are requesting your assistance as your name appeared in the 1987 Almanac of Higher Education as a recipient of a Federal higher Education grant addressing general education.

If at all possible please send us the general education/liberal education degree requiremnts at your institution and/or those curriculum criteria that led to the receipt of the Federal grant.

What you send may be distributed at a General Education Day Workshop to be conducted February 25, 1987. Thus we would certainly appreciate receiving whatever you feel relevant one week in advance of that date.

Thank you.

Sincerely,

Dr. Arnold Good

cc: Dr. Thomas Eames, Chairman General Education Day Workshop

Nassau Community College

Garden City, New York 11530

Institutional Grants &
Private Donor Scholarships

December 8, 1986

University of Baltimore
1420 North Charles Street
Baltimore, MD 21201

Attn: Richard Swaim
Jon Silberman

Dear Project Directors;

It is our understanding that you received a grant award from FIPSE. Our college faculty would like to review your preliminary and full proposals. If you are willing to share this data with us, we would appreciate your sending all information directly to my attention, Tower 832, Nassau Community College, Garden City, New York 11530.

Thank you for your cooperation.

Sincerely yours,

Madelyne A. Orsini
Director of Special
Programs/Grants

University of Baltimore

Yale Gordon
College of Liberal Arts
Office of the Dean

1420 N. Charles Street
Baltimore, Maryland 21201-5779
(301) 625-3294

DATE: December 17, 1986

TO: Madelyne A. Orsini

FROM: C. Richard Swaim

Enclosed is a copy of the FIPSE grant, per your request.